



Equality Information and Objectives

2019-20

At **Barnack CE Primary School** we are committed to fairness and equality in everything that we do.

- We try to ensure that everyone is treated fairly and with respect as enshrined in our Christian Values as a Church of England Voluntarily Controlled School.
- We work hard to make sure that the school is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our school council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

As a public body, we aim to comply with the public sector equality duty aims to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

We also welcome our specific duties to:

- Publish equality information to show how we comply with the equality duty.
- Publish measurable equality objectives to address particular inequalities, barriers or challenges that we identify.

Information about the diversity of the school population

The vast majority of our pupils are drawn from our catchment area which consists of a series of rural and semi-rural villages; the socio-economic backgrounds of pupils are predominately professional or semi-professional. Many pupils benefit from a strong home-school partnership that supports a positive attitude to learning and have rich and varied experiences outside of school which complement their learning in school. The number of pupils entitled to Free School Meals is currently 8.7% (Jul'19) and we have a significant number of children in receipt of Pupil Premium Funding, 12% (Jul'19). The progress and attainment of these and all other vulnerable groups are closely tracked, monitored and reported to governors.

Disability and special educational needs

The proportion of pupils in receipt of support as having been identified with SEN is in line with the national average at 11.9% (Jul'19). We have several children whom have on-going medical conditions which require support and whom hold disabled status. Due to the very small number of pupils involved we have chosen not to publish data or information relating to their achievement as this may be identifiable to particular children.

Ethnicity

The school is predominately White British in character but we are an inclusive Church school whom welcome children of all faiths and ethnicities. As we have expanded we have become increasingly diverse with a growing number of children whom identify themselves as from other ethnic groups and/or travelling communities (9.2%, Jul'19 with a small number of children for whom English is not their first language (2.7%, Jul'19). Due to the very small number of pupils involved we have chosen not to publish data or information relating to their achievement as this may be identifiable to particular children.

Gender

The school currently has a significantly large number of boys across the school (61.4%, Jul'19).

Religion and belief

As a Church school, we are a predominantly Christian school though there are pupils who attend a place of worship from another branch of Christianity, or other faith. Due to the very small number of pupils involved we have chosen not to publish data or information relating to their achievement as this may be identifiable to particular children.

Sexual orientation

We do not collect data on the sexual orientation of our pupils. We are aware that there may be a number of equality issues for gay, lesbian and bisexual young people. We take seriously any incidents of homophobic bullying and use of homophobic language, such as use of the word 'gay' to mean something is bad or rubbish. Our behaviour policy promotes safety for all groups of pupils, regardless of sexual orientation. We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through how we promote spiritual, moral, social and cultural (SMSC) development.

Gender reassignment

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. Although it is rare for pupils to undergo a process of gender reassignment, when this happens it will always be managed with care and sensitivity. We recognise that people who are undergoing a process to reassign their gender can experience discrimination and harassment. Our behaviour policy promotes safety for all groups of pupils, regardless of gender identity. We will always tackle any incidents of transgender bullying whether these are directed at pupils, teachers and other members of staff, parents and carers, or transgender people in the community.

The public sector equality duty

Examples of what we do to eliminate discrimination, harassment and victimisation:

- Our school behaviour policy addresses all types of bullying and harassment, including that related to protected characteristics.
- Our school Christian Values, policies and home-school agreement sets out the standards of behaviour we expect from all pupils, including respect for others.
- We do not tolerate any form of unlawful discrimination, harassment or victimisation, or any type of bullying related to protected characteristics.
- Staff are trained to know how prejudice-related incidents should be identified, assessed, recorded and responded to. Teachers are aware of how they should respond to any learner who uses racist, sexist, and homophobic or other derogatory language.
- We keep a record of all equality-related incidents and report to governors on these and how we have responded to them.
- We regularly review data on prejudice-related incidents, to identify any patterns. This helps us to identify any concerns and take action to reduce such incidents.
- When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- Our admission arrangements are fair and transparent. In developing them we have considered equality issues to ensure that any prospective pupils are not treated less favourably on the grounds of any protected characteristic.
- Our approach to promoting pupils' spiritual, moral, social and cultural (SMSC) development emphasises values such as respect, kindness and empathy. This is key to how we promote positive relationships and prevent discriminatory and prejudiced attitudes.
- Exclusions are monitored for any evidence of over-representation of particular groups, or bias that might influence the cause of the exclusion or its duration.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We do not discriminate against staff in relation to recruitment, terms and conditions of employment, promotions, transfers, dismissals, or leave and disciplinary procedures because of any protected characteristic.
- All staff at the school have the right to work without fear of discrimination, harassment or victimisation. All staff have the responsibility to ensure that the rights of others are protected, and to record any incident of prejudice or discriminatory behaviour using appropriate referral procedures.
- We have a staff code of conduct that sets out the standards of professional behaviour expected from all members of staff.

Examples of what we do to advance equality of opportunity:

General

- We ensure equality of access for all learners to a broad and balanced curriculum relevant to pupils' diverse needs.
- Learners are encouraged to participate in all areas of school life. We ensure that learners with difficulties that affect their learning, behaviour and social and emotional development are appropriately supported so that they have access to all the learning and social opportunities that the school offers.
- In planning work and activities, staff assess the possible impact of what is planned for different individuals and groups, and make any appropriate changes and adjustments to ensure access, participation and learning for all learners.
- Data is gathered regularly on all aspects of learner achievement and attainment. It is analysed in relation to different groups of pupils: gender, ethnicity, SEN, disability, looked after pupils and eligibility for free school meals. If any groups of learners are seen to be making slower progress or doing less well than we expect, action is then taken to investigate the factors behind this, and develop interventions where appropriate.
- We monitor the attendance and punctuality of different groups of learners and address any issues promptly to ensure equality of access to learning.

Disability

- We have a special educational needs policy and an Inclusion policy which outline the provision the school makes for pupils with disabilities and special educational needs.
- We have an accessibility plan that aims to increase the extent to which all pupils can participate in the curriculum, improve the physical environment of the school and increase the availability of accessible information to disabled pupils.
- We take steps, by making reasonable adjustments, to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We have made significant physical changes to the environment to foster access and engagement by visitors and pupils with disabilities.

Ethnicity

- We are conscious of the particular challenges of ensuring the equality of pupils from different ethnic groups in a school with a dominant ethnicity.
- Within the limitations placed on the school by the very small numbers involved we monitor the attainment and progress of all our pupils by ethnicity.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups.

- We link with other schools, groups, organisations and individuals in the local and wider community to broaden engagement with pupils from other ethnicities.
- We have worked closely with admissions and traveller support services to raise the engagement and attendance of children from traveller communities.

Gender

- We are conscious as a school of the relatively high proportion of boys within the school and we monitor the attainment of all our pupils by gender. We take a 'which boys?, which girls?' approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- Where appropriate we set targets to improve the attainment and rates of progress of particular groups of boys and girls. We identify and address any barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in teaching, choice of subject matter, references to occupations and roles and responsibilities are avoided.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.

Gender reassignment

- We recognise that it is rare for pupils to undergo a process of gender reassignment, when this happens it will always be managed with care and sensitivity.
- We have taken steps to ensure that staff understand the nature of gender variance, it's and how it differs from sexual orientation. We recognise that all gender variant children should be supported and protected whether or not they undertake transition.
- We understand that transgender pupils who are entering puberty may experience intensifying stress, which may have a negative impact on their schoolwork.
- We ensure that transgender staff are safe and comfortable in the school environment

Pregnancy and maternity of pupils

- We recognise that it is rare for primary age pupils to become pregnant, when this happens it will always be managed with care and sensitivity.
- The school would work with all other relevant agencies including health, social care and police to ensure it carries out its statutory safeguarding duties but also supports the child and there family.

Religion and belief

- We are conscious of the particular challenges of ensuring the equality of pupils from different religions or no religion within a faith school.
- We have an inclusive and non-discriminatory ethos enshrined in our Christian Values.
- We aim to tackle any barriers that might prevent pupils with particular beliefs from taking a full part in school life

- We have endeavoured to reach out to other faith groups, inviting leaders of other faiths into school, building links with diverse schools and arranging school visits to the places of worship of other faith.

Sexual orientation

- Our school ethos emphasises that we celebrate difference and diversity to enable pupils to develop understanding and respect for one another.
- Diversity and inclusion are threaded through the curriculum. Books and resources, including those used as part of SRE education include references and images of a range of different kinds of families.
- We have carefully considered how to appropriately integrate sexual orientation into the curriculum in a positive and constructive way, which enables heterosexual, gay, lesbian and bisexual pupils to understand and respect difference and diversity.
- We ensure that gay, lesbian and bisexual staff of staff feel comfortable, and are supported to be open about their sexual orientation.

Examples of what we do to foster good relations between different groups:

General

- As a faith school with a limited cultural diversity we are conscious of the particular challenges and responsibilities to actively foster and encourage engagement and understanding beyond the dominant mono-culture of the school.
- We are committed to developing positive relations and respect for difference and diversity. This is central to both our Christian Values but also the school's commitment to the promotion of pupils' spiritual, moral, social and cultural (SMSC) development.
- We are committed to prepare our learners for life in modern Britain, and we ensure that there are activities and opportunities across the curriculum that develop pupils' understanding, skills, positive attitudes and respect towards different faiths and cultures.
- We have a planned programme of assemblies that support pupils' SMSC development, including valuing and respecting others and challenging stereotyping and inappropriate attitudes and behaviours.
- Our curriculum is supported by materials and resources that reflect the diversity of the school population and the wider community in terms of ethnicity disability, gender, sexual orientation and religion and belief. We believe all learners should see non-stereotyped and positive role models and images of people from diverse groups.
- We ensure that our resources and curriculum activities include the contribution of different cultures to world history.
- We have endeavoured to reach out to other faith and community groups, inviting leaders of other faiths into school, building links with diverse schools and arranging school visits to the places of worship of other faiths.

Disability

- We respond to any disablist bullying or harassment in line with school policies. We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We ensure that the curriculum has positive images of disabled people.
- Add a statement on how the school tackles bullying or harassment on the basis of special education need or disability.

Ethnicity

- We respond to any racist bullying or harassment in line with school policies.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- We organise celebrations and special events such as international evenings and support the Diocese multi-cultural links with other Diocese around the world.

Gender

- We ensure we respond to any sexist bullying or sexual harassment in line with school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society as well as challenge sexism and negative gender stereotypes.
- We ensure that positive, non-stereotypical images of women and men, girls and boys are used across the curriculum.

Gender reassignment

- We aim to tackle all incidents of bullying whether these are directed at transgender pupils, teachers and other members of staff, parents and carers, or transgender people in the community.
- Our curriculum, including PSHE and citizenship, encourages pupils to develop understanding of and respect for difference, and challenge negative stereotypes.

Pregnancy and maternity

- We would ensure we would respond to any bullying of pupils who are pregnant or who have recently had a baby in line with the school's anti-bullying policy.
- Our PSHE and citizenship curriculum encourages pupils to develop understanding of the experiences of young parents and challenge negative stereotypes.

Religion and belief

- Our school ethos, Christian Values and provision for pupils' spiritual, moral, social and cultural (SMSC) development enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- We teach the agreed local syllabus for RE curriculum which enables pupils to develop respect for others, including people with different faiths and beliefs, and help to challenge prejudice and discrimination.
- We tackle any incidents of bullying or harassment on the basis of faith and belief, in line with the school's anti-bullying policy.
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups, such as anti-Semitism and Islamophobia.
- We have endeavoured to reach out to other faith groups, inviting leaders of other faiths into school, building links with diverse schools and arranging school visits to the places of worship of other faiths.

Sexual orientation

- We support pupils to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum and elsewhere.
- We use opportunities in the curriculum to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's okay to be different.
- All staff, including lunchtime supervisors and teaching assistants, have received information and training in how to deal with homophobic language and how to work positively with different families.

Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information, and focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We regularly review the progress we are making to meet our equality objectives.

Equality objective:

- **Increasing understanding between religious groups**

Why we have chosen this objective:

- We are very conscious that due to the nature of the school we have a significant mono-culture and that the children's experience, engagement and understanding of other faiths are limited.

Progress we are making towards achieving this objective:

- The school has hosted visits from members of other faiths to speak to the whole school and individual classes.
- The school's curriculum includes the study of other faiths and these have been supported by visitors into school and by trips to other places of worship.
- Planned programmes of assemblies incorporate the beliefs of other faiths, the connections and similarities between faiths' beliefs and practices.

Equality information about our employees

As we employ less than 150 staff we are not required to publish information about the diversity of our workforce. This guarantees confidentiality for to staff who provide monitoring information or who take part in staff surveys.

As of **July 2019**, the school employs 20 staff.