Be the best for God you can be!

Our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on Colossians 3:23. *'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'*

***Trust:***
*'Trust in the Lord with all your heart and lean not on your own understanding'*
*Proverbs 3:5*

***Compassion:***
*'Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself'*
*Matthew 22:37*

***Thankfulness:***
*'Be thankful in all circumstances. This is what God wants from you in your life'*
*Thessalonians 5:18*

***Hope:***
*'But those who hope in the Lord will renew their strength'*
*Isaiah 40:31*

***Perseverance:***
*'I know your deeds, your love and faith, your service and perseverance'*
*Revelations 2:19*

***Forgiveness:***
*'For if you forgive other people when they sin against you, your heavenly father will also forgive you'*
*Matthew 6:14*

# Equality information and objectives (public sector equality duty) statement for publication

**Our School Vision**

At St Barnabas and St Paul's Church of England Primary School, our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on *Colossians 3:23, 'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'*

**Introduction**

This equality policy provides a format for addressing the statutory duties of the equality act 2010. This supersedes and brings together all previous statutory policies in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:

- Disability
- Gender
- Race
- Religion and belief
- Sexual orientation

It outlines the commitment of the staff, pupils and governors of St Barnabas and St Paul's CE Primary School to ensure that equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the equal opportunity, achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- Governors
- Multi-agency staff linked to the school
- Visitors to school
- Students

This policy applies to the whole school community and will be reviewed annually.

**Statement of Principles**

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At St Barnabas and St Paul's CE Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination (Single Equalities Act 2010).

At St Barnabas and St Paul's CE Primary School, our admissions arrangements are fair and transparent. We aim to provide all our pupils with the opportunity to succeed and reach their full potential. The achievement of pupils will be monitored by the Headteacher and other leaders as appropriate in light of the protected characteristics outlined in the Equality Act 2010. This data will be used to support pupils, raise standards and ensure inclusive teaching.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We will endeavour to ensure that when we buy services from another organisation that will help us provide high quality education, that organisation will comply with equality legislation. This will be a significant factor in any tendering process.
This policy outlines the commitment of the staff and governors to promote equality by providing a working environment free from discrimination, bullying, harassment and victimisation.

**Statutory requirements**

In UK law, protected characteristics are specific personal attributes that are legally safeguarded against discrimination by the Equality Act 2010. It is against the law to treat someone unfairly based on any of these characteristics in the workplace, in education, as a consumer, when using public services, or when buying or renting property.

The nine protected characteristics are:

- Age: A person belonging to a particular age group (e.g., 30-year-olds or over 60s).
- Disability: A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.
- Gender reassignment: The process of transitioning from one gender to another, or proposing to do so. This includes people who are non-binary.
- Marriage and civil partnership: Protection from discrimination for anyone who is legally married or in a civil partnership (this characteristic is only protected in the context of employment).
- Pregnancy and maternity: Protection for a woman during pregnancy and the period after the birth (maternity).
- Race: Includes a person's colour, nationality (including citizenship), and ethnic or national origins.
- Religion or belief: Any religion, philosophical belief, or lack of a specific religion or belief is protected.
- Sex: A man or a woman.
- Sexual orientation: Whether a person's sexual attraction is towards their own sex, the opposite sex, or to both sexes.

The Act introduced a single Public Sector Equality Duty (PSED), sometimes referred to as the general duty. The combined equality duty has three main elements and in carrying out our functions we will have due regard to the need to:

- Eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Act;
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it;
- Foster good relations between persons who share any relevant protected characteristic and persons who do not share it.

The specific duties, which will help us to fulfil our obligations under the general duty, require us to:

- Publish information to demonstrate show we are complying with the Public Sector Equality Duty;
- Prepare and publish equality objectives.

In light of the specific duties the school will publish and review annually appropriate information. We will also prepare and publish equality objectives that will be outcome focused.

**School in context**

St Barnabas and St Paul's CE Primary School is a larger than average sized primary school. Pupils come from a range of socio- economic backgrounds. The achievement of pupils is monitored by race, gender and disability and the data will be used to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes, creating an environment that embraces respect for all.

**Monitoring and review**

St Barnabas and St Paul's CE Primary School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

As well as monitoring pupil performance information, we also regularly monitor a range of other information.

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

St Barnabas and St Paul's CE Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for monitoring and evaluation is the Headteacher along with the Deputy Headteacher/other leaders. Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions;
- Work with the governing body on matters relating to equality;
- Support evaluation activities that moderate the impact and success of this policy.

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice as follows.

**Teaching, learning and assessment**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this our teaching, learning and assessment will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Provide equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;

- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders, where appropriate, promote and celebrate the contribution of different cultures to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extended learning opportunities that involve all pupil groups;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources and training that support staff development;
- Nurture our links with local organisations e.g. Police where men and women fulfil the same role;
- Community Cohesion is promoted in RE, PSHE and through other areas of the curriculum such as English, music and art.
- Provide opportunities for pupils to undertake studies of specific countries in geography as part of a themed topic;
- Implement a policy on Special Educational Needs & Disabilities (SEND) in-line with the recommendations in the latest national SEND Code of Practice.

**Curriculum**

- 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;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials, which positively reflect a range of cultures, identities and lifestyles.

**Provision for EAL pupils**

At St Barnabas and St Paul's CE Primary School we undertake to make appropriate provision for all EAL children to ensure access to the whole curriculum.

**These groups may include:**

- Pupils for whom English is an additional language;
- Pupils who are newly arrived to the UK;
- Pupils who use first language effectively for learning.

**Personal development and pastoral guidance**

- Staff take account of gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as newly arrived children, refugee and asylum seeker pupils.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation.
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination.
- We recognise that perpetrators may also be victims and require support.

- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

**Admission and Exclusion**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy and Exclusion Guidelines. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

**Staffing and staff development**

At St Barnabas and St Paul's CE Primary School we are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we ensure wherever possible that the staffing of the school reflects the diversity of our community. We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible.
- We encourage the career development and aspirations of all school staff.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.

**Staff recruitment**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in all staff inductions.
- All temporary staff are made aware of policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

**Employer duties**

At St Barnabas and St Paul's CE Primary School we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within the workforce.

Equality aspects relating to race, religion or belief, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity and age are considered where appropriate when making appointments, changing staffing structures or allocating responsibilities, to ensure decisions are not discriminatory.

Actions to ensure this commitment is met include:

- Investigation into allegations of bullying and harassment of staff;
- Pay performance and promotion is relative to experience and responsibility not to gender or sexual orientation.

**Equality and the law**

There are a number of statutory duties that must be met by school:

## A) race equality

**The general duty requires us to:**

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

**Under the specific duty we will:**

- Prepare and publish an equality policy and plan annually;
- Assess the impact of our school policies every 4 years;
- Monitor the impact of policies in relation to raising the achievement of minority ethnic pupils.

## B) Disability

The disability discrimination act 2006 defines a disabled person as someone who has "a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities."

The general duty requires schools to have due regard to the following:

- Promoting equality of opportunity between disabled people and others;
- Eliminating discrimination and harassment of disabled people in relation to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment. Under the specific duty we will:
- Prepare and publish an equality policy and plan annually;
- Assess the impact of our school policies every 4 years.

## C) Gender

The Gender Equality Act places a general duty on schools to:

- Eliminate unlawful discrimination and harassment on the grounds of gender or gender reassignment;
- Promote equality of opportunity between male and female pupils and male and female staff.

Under the specific duty we will:

- Prepare and publish an equality policy and plan annually;
- Assess the impact of our school policies every 4 years;

## D) Sexual Orientation

The Equality Act (Sexual Orientation) 2007 made discrimination on the grounds of sexual orientation unlawful- for schools, this relates to admission and treatment of, and services to, pupils.

## E) Age

St Barnabas and St Paul's CE Primary School is committed to promoting equality of opportunity for people of different ages. Age equality means promoting equal participation in society of people of every age.

## F) Community Cohesion

Schools and their governing bodies have a duty to promote community cohesion. This involves fostering good relations between pupils from different races, faiths or beliefs and different socio-economic backgrounds.

**Partnerships with parents, carers, families & the wider community**

- At St Barnabas and St Paul's CE Primary School we will work with parents/carers to help all pupils to achieve their potential.
- All parents and carers are encouraged to participate in the full life of the school.
- Members of the local community are encouraged to join in school activities.

**The Role of Governors**

- The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

**The Role of the Headteacher and Senior Leadership Team**

- It is the Headteacher/SLT role to implement the school's Equality Policy and Plan and the Governing Body's role to support the Headteacher.
- It is the Headteacher/SLT role to ensure that all staff are aware of the Equality Policy and Plan, and that teachers apply these guidelines fairly in all situations.
- The Headteacher/SLT ensure that all appointments panels give due regard to this plan, so that no- one is discriminated against when it comes to employment or training opportunities.
- The Headteacher/SLT promote the principle of equal opportunity when developing the curriculum and promote respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher/SLT treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

**The Role of all Staff (teaching and non-teaching)**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

**What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors, can make many forms including verbal, physical abuse, name calling, exclusion from groups or activities, unwanted looks or comments, jokes or graffiti. A racist incident is defined as, 'any incident which is perceived to be racist by the victim or any other person.'

**Types of discriminatory incidents that can occur:**

- Physical assault because of race, gender, disability or sexual orientation;
- Use of derogatory names, insults or jokes;
- Racist, sexist, homophobic graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse or threats;
- Incitement of others to discriminate or bully due to race, gender, disability or sexual orientation;
- Discriminatory comments in the course of discussions;
- Attempts to recruit others to discriminatory organisations or groups;
- Ridicule of an individual;
- Refusal to cooperate with others on grounds of race, gender, disability or sexual orientation.

**Measuring the impact of the policy**

This policy and plan will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. It has been agreed by our governing body. We have a rolling programme for reviewing our school policies and their impact. In-line with legislative requirements, we will review progress against our equality policy annually.

**St Barnabas and St Paul's CE Primary School equality objectives**

1. Strive to achieve equality of opportunity for all, adults and pupils, regardless of age, gender, ethnicity etc.
2. Educate all about discrimination and prejudice and promote a harmonious environment (social cohesion).
3. Strive for all pupils regardless of ethnicity, age, gender or disadvantage to achieve the highest possible standards in their learning and make good progress.
4. Ensure that the appointment of staff is in line with equal opportunities legislation.
5. Ensure that the governing body of the school reflects the wider community.
6. Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.

The following objectives are our four-year equality objectives for the period 2022-26. They will be kept under regular review.

This policy will be reviewed: Autumn 2026