

Barford Primary School Equality Statement

Legal Duties

At the Barford Primary School we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- 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

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child)
- Prepare and publish equality objectives

Our Ethos

Barford Primary School nurtures its pupils by:

- Listening to them and modelling a culture of respect and empathy.
- Providing a secure environment at school from which pupils can explore, challenge themselves and take risks.
- Engaging with families and fostering strong relationships with parents and carers.
- Caring for all pupils as individuals through the excellent practice and dedication of skilled, compassionate staff.
- Promoting and maintaining high standards of behaviour across the school.

Barford Primary School motivates its pupils by:

- Providing support for all, which encourages, reassures and sets no limits.
- Celebrating achievement and effort through rewards and positive praise.
- Having high expectations for academic achievement across all subjects.
- Modelling core values and teaching life skills which form the foundations for success.

Barford Primary School inspires its pupils by:

- Providing a rich and challenging learning experience.
- Offering opportunities to shine throughout the curriculum.
- Following a question-led, enquiry-based curriculum which is shaped by pupils' knowledge.
- Promoting challenge and risk-taking embedded within a growth mindset approach to learning.
- Celebrating individuality, championing difference and encouraging opinion.

We believe that promoting Equality is the whole school responsibility.

- At Barford Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or 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.
- The achievement of pupils will be monitored by race, gender and disability and we will use this data 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.

At Barford Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We do this by:

- treating all those within the school community (e.g. pupils, staff, governors, parents and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience.
- creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- encouraging everyone in our school community to gain a positive self-image and high self-esteem.
- having high expectations for everyone involved with the whole school community.
- promoting mutual respect and valuing each other's similarities and differences and facing equalities issues openly and honestly.
- monitoring and reviewing all the above to secure continuous improvement in all we do.

All our policies are Equality Impact assessed (following guidance from NCC). We have attached examples of specific and measurable equality objectives which will be actioned, reviewed and monitored.

Indicate here which protected characteristics are covered by the objective: Race (R) Disability (D), Gender Reassignment, (GR), Sexual Orientation (SO), Age (A), Marriage/Civil Partnership (MP), Religion/Belief (RB), Sex (S), Pregnancy/Maternity (PM)									Planned Outcome	Planned Actions	Timescale	To be Actioned by	Monitored by
R	D	GR	SO	A	MP	RB	S	PM					
x	x	x	x	x	x	x	x	x	All staff are aware of the requirements under the Equality Act and have due regard and awareness of their responsibilities	Raise awareness staff meetings and induction	Ongoing	Headteacher	Headteacher and Governing Body
x	x	x	x	x	x	x	x	x	Governing Body is representative of the community the school serves.	Data Collection as part of Self Evaluation	Annually	Governing Body	Chair of Govs
x	x	x	x	x	x	x	x	x	Members of the school community have contributed to the policy and know of its existence	Publication on school website.	On publication and at review timescales	Headteacher	Headteacher/Governors
	x								Pupil Premium and SEND pupils are given support to reach outcomes similar to National Statistics.	Planned support using Pupil Premium Funding Liaison with outside agencies for supporting children with disabilities, SEN and medical conditions	Ongoing	Teachers SENDCo Headteacher	Headteacher/Governors
x	x	x	x	x	x	x	x	x	Ensuring any aspects of areas covered by this policy are addressed by the school as and when the need arises e.g. disabled parent of new reception child	Establishing and maintaining communication with the school community. Discussion with individuals on a case by case basis	As need arises.	Teachers SENCo Headteacher	Headteacher/Governors

**Barford Primary School's
Initial Equality Impact Assessment**

Please complete this initial equality impact assessment for each policy

Policy Title	Aim of Policy	Existing Policy	New Policy	Updated Policy

The Policy effects of is likely to affect the following members of the school community	Pupils	School personnel	Parents/Carers	Governors	Volunteers	visitors	Wider community

Question	Equality Groups																								Conclusion					
Does or could this policy have a negative impact on any of the following?	Age			Disability			Sex			Gender Identity			Pregnancy / maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is yes or unsure					
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	Yes	No		
Does or could this policy help promote equality for any of the following?	Equality Groups																								Conclusion					
	Age			Disability			Sex			Gender Identity			Pregnancy / maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is no or unsure					
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	Yes
Does data collected from the equality groups have a positive impact on this policy?	Equality Groups																								Conclusion					
	Age			Disability			Sex			Gender Identity			Pregnancy / maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is yes or unsure					
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	Yes

Conclusion	
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date