

Barming Pre- School and Primary School

Part of the Orchard Academy Trust



Equality Information and Objectives

Headteacher: Mr C Laker

Chair of Governing Body: Rev. W North

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Signature of Chair of Governors:	Rev. W North
Signature of Headteacher:	Mr C Laker
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Senior Leader Responsibility for/ Subject Leader Responsible for:	Responsible for: Teaching and Learning/Headteacher

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We welcome the equality duties on schools and regard these as essential for achieving the best possible outcomes for the pupils in our care. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular. Throughout this document, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This document provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

We have identified a set of priorities to promote equality, inclusion and community cohesion. We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence and one of our core principles that **‘no child is left behind’**.

Equality Information and Objectives

The Equality Act (2010) was introduced to combine the Sex Discrimination Act 1975, Race Relations Act 1976 and Disability Discrimination Act 1995. Previously public bodies were bound by these three sets of duties to promote disability, race and gender equality. In April 2011 these were replaced by a single public sector equality duty (known as the PSED or the equality duty). This new duty extends to all the aspects of a person's identity that are protected under the Equality Act 2010. These are known as protected characteristics and are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Equality Information

Number of pupils on roll at the
school: 493 Age of pupils: 2 to 11

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with First Language not English
- Young carers
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. In these cases we have indicated this by an asterisk*.

Equality

Barming Primary School - Enrolment Statistics

17 Apr 2024

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Ethnicity	Enrolment	% of Total
Afghan	2	0.41%
Any Other Asian Background	2	0.41%
Any Other White Background	1	0.2%
Arab Other	3	0.61%
Asian and Any Other Ethnic Group	3	0.61%
Bangladeshi	2	0.41%
Black - African	8	1.62%
Black - Nigerian	4	0.81%
Black Caribbean	2	0.41%
Chinese	1	0.2%
Egyptian	1	0.2%
Gypsy / Roma	2	0.41%
Indian	14	2.84%
Information Not Yet Obtained	5	1.01%
Iranian	1	0.2%

Other Black African	1	0.2%
Other Mixed Background	3	0.61%
Pakistani	1	0.2%
Refused	2	0.41%
Sri Lankan Tamil	1	0.2%
Turkish	3	0.61%
White - British	395	80.12%
White - English	5	1.01%
White - Irish	2	0.41%
White and Any Other Asian Background	1	0.2%
White and Any Other Ethnic Group	2	0.41%
White and Black African	3	0.61%
White and Black Caribbean	3	0.61%
White and Indian	1	0.2%
White Eastern European	10	2.03%
White European	3	0.61%
White Other	6	1.22%

Gender: 53.96% male, 46.04% female
Pupils eligible for Free School Meals (FSM): 21.3 %
Pupils eligible for Pupil Premium Funding: 21.91%
Pupils with Special Educational Needs (SEN): 12.37%
Pupils with First Language not English: 8.92%
Young carers: 1.83%
Looked after children: 0.2%

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

General duty

Public bodies including schools and settings have a general duty to have due regard when making decisions and developing policies, to:

- Eliminate discrimination, harassment, victimisation and other conduct that is 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 across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Specific duty

To help schools and maintained EYFS settings in England meet the general equality duty, there are two specific duties that they are required to carry out.

These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objectives.
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At Barming Primary School, our ethos vision and values ensure that every pupil and teacher is given an equal opportunity to achieve their limitless potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

To meet these aims, we are committed to:

- Equal access and treatment for everyone
- Being responsive to changing needs
- Educating and informing children, staff and parents about the issues in this policy
- Avoiding prejudice
- Promoting mutual respect, regardless of differences
- Working to an agreed code of conduct which can be modified, monitored and evaluated in accordance with current best practice in the area of equal opportunities

Intentions

- To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs
- To ensure equality of opportunity permeates the whole curriculum and ethos of the school
- In delivering the curriculum, ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion
- To include in resources: books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups
- Ensure that the organisation of the school is sensitive to the needs of all
- To acknowledge the richness and diversity of British society and to help prepare children for their part in that society
- To develop a positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in the school.

Direct & Indirect Discrimination

In most cases, the nature of less favourable treatment will be clear and common sense will dictate the necessary action to take, usually after reference to the Headteacher. However, indirect discrimination can be more difficult to detect. Examples include:

- An advertisement for new teaching staff which requires “applicants to be more than 5’10” tall”. This is unlawful sex discrimination as the majority of women are under 5’10” in height and would be denied the same opportunity as men.

- An admittance policy for pupils stating that “children must speak excellent English”. This is unlawful racial discrimination as it is likely to preclude candidates from other countries/races.
- Where doubt exists, ask a member of SLT.

Staff

The schools value diversity amongst the staff. In all staff appointments, the most suitable candidate will be appointed on professional criteria and recruitment carried out in a manner consistent with equal opportunity practice.

This document sets out how the school and the governing body will meet their duties under equality legislation, and to achieve the following for all groups:

- eliminate all forms of unlawful discrimination;
- eliminate harassment and bullying (schools must keep accurate records of bullying and harassment related to equalities and report as required to the Local Authority);
- advance equality of opportunity through vision, strategy and practice;
- foster good relations.

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in Appendix 1.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the school's approach to fulfilling their obligations under the Equality Act as part of their induction.

The Headteacher has responsibility for monitoring equality issues. Any issues that are identified are shared with senior leaders and governors as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year to governors showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data to governors about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Holding assemblies dealing with relevant issues to develop positive perceptions of diversity, promote awareness and tolerance.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.

7. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year. This document will be reviewed by the governing body at least every 3 years.

This document will be approved governing body.

8. Links with other policies

This document links to the following policies:

- Accessibility plan
- Anti-Bullying Policy
- SEND Policy
- School Behaviour Policy

Appendix

1 Barming Primary School Equality Objectives

The Public-Sector Equality Duty requires all schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will review annually with the Governors the progress we are making regarding our equality objectives.

Our Principles

We see our first task as equipping pupils with an awareness of an increasingly diverse society. On such foundations, pupils will develop a sense of their own place in, and contribution to our society. The following principles apply:

1. Discrimination on the basis of colour, culture, origin, sex, ability, political and religious belief is unacceptable in this school.
2. Every pupil, member of staff and Governor will endeavour to further this objective by contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
3. Our objective is to educate, develop and prepare all our pupils, whatever their sex, colour, culture, origin or ability, for life.
4. An equal opportunities philosophy will be practised by all stakeholders.

The School makes 'reasonable adjustments' to ensure equality and that no pupil is placed at a substantial disadvantage. To make these reasonable adjustments we:

- plan ahead;
- identify potential barriers;
- work collaboratively;
- identify practical solutions through a problem-solving approach;
- ensure staff have the necessary skills;

Objective 1 Through direct teaching and the content of our curriculum, reduce prejudice and increase understanding of equality in order to ensure our pupils develop a positive attitude to, and appreciation of, difference and diversity.
Objective 2 To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities
Objective 3 To ensure the school environment is accessible as possible to all pupils, staff and visitors.
Objective 4 To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010
Objective 5 Actively close gaps in attainment and progress between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and looked after children

Appendix 2

Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.
- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex** - A man or a woman.
- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

'Prohibited Conduct' (acts that are unlawful):

- **Direct discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

- **Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.
- **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- **Pregnancy/maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- **Discrimination by association or perception** - For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people’s needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans

(Schedule 10) Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person.
This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will
- Increase disabled pupils’ access to the school curriculum
- Improve the physical environment
- Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

For more information download guidance from the DfE:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

and

Equality Human Rights website:

<http://www.equalityhumanrights.com> which includes the guidance for education providers (schools)