



St Bartholomew's C of E Primary School

Strawberry Lane, Armley, Leeds, LS12 1SF



BARTS: Believe, Achieve, Respect, Together, Succeed

Equality Policy

Approved by: **Governors**

Date: 20/05/2024

Last reviewed on: 1/5/24

St Bartholomew's is committed to safeguarding and promoting the welfare of its pupils. We believe all staff and visitors have an important and unique role to play in the protection of children.

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with our values. St Bartholomew's C of E Primary School is committed to providing an environment free from discrimination, bullying, harassment and victimisation where all members of its community are treated with respect and dignity. The school aims to create a culture of diversity within its community, providing a dynamic working and learning environment, where all members are valued for their contribution.

Our aim is to ensure that these commitments, reinforced by our values, are embedded in our day to day working practices with the school community.

The school is committed to providing equality of opportunity for all irrespective of:

- Age
- Disability
- Race or racial group (including colour, nationality and ethnic origin or national origins)
- Religion or belief
- Sex
- Marriage and Civil Partnership
- Gender reassignment
- Pregnancy and maternity
- Sexual orientation
- Caring responsibilities
- Social class, or
- Trade union activity.

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](#).

3. Roles and responsibilities

The governing board 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
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Helen Robinson. They will:

- › Meet with the designated member of staff for equality frequently, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full governing board regarding any issues

The headteacher will:

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

The designated member of staff for equality will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor frequently to raise and discuss any issues
- › Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

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 Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these 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 that are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data 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. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- 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
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

- › We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- › Cuts across any religious holidays
- › Is accessible to pupils with disabilities
- › Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

To raise attainment in Reading for SEND pupils acting on the data that indicates that these pupils require support.

Why we have chosen this objective: Compared to other groups, current attainment is significantly lower for SEND pupils in reading.

To achieve this objective we plan to: Analyse SEND data to identify pupils that require support. Put support in place through interventions and actions to raise attainment.

Progress we are making towards this objective: Objective set April 24. Pupil progress meetings and SEND meetings taking place to monitor progress. Phase meetings to monitor progress and plan actions.

Objective 2

To raise attendance levels of children from White Eastern European backgrounds and children with SEND support acting on the data that indicates that these pupils require support.

Why we have chosen this objective: Following data analysis it was clear that attendance data for this group was significantly lower than that of other groups.

To achieve this objective we plan to: Analyse attendance data, meet with parents of children with unacceptable attendance, complete home visits, daily phone calls, work with relevant officers, publish data in newsletters.

Progress we are making towards this objective: Please see attendance data file.

Objective 3

To achieve the anti-racism award

Why we have chosen this objective: To improve race equality within schools while promoting safety and wellbeing for BAME staff, students, parents, carers, and those in the community

To achieve this objective we plan to: Work with Leeds Beckett University in order to meet the standards required to achieve the award.

Progress we are making towards this objective: The school has begun to work towards the standards required.

Objective 4

To increase the knowledge of all stakeholders of the protective characteristics and the impact that they can have on opportunity, success, involvement and equality.

Why we have chosen this objective: To ensure that all stakeholders have a good understanding of the protective characteristics, understand the importance of the protective characteristics and to ensure equality for all stakeholders from minority ethnic groups.

To achieve this objective we plan to: share information in lessons, through letters, flyers, staff meetings and training sessions. etc, gather parent views through questionnaires, increase understanding of different religious groups, school council activities.

Progress we are making towards this objective: Protective characteristics included in PHSCE lessons, discussions in SLT meetings, parent questionnaire distributed.

9. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed at least every 4 years.

10. Complaints

Any cases of harassment, discrimination, bullying or victimisation will be taken very seriously by the school. Staff who make a complaint of discrimination have the right to do so without fear of victimisation and the school will make every effort to ensure victimisation does not occur and that complaints are dealt with promptly and fairly.

Where an individual feels that they have been treated unfairly in accordance with this policy, they have the right of complaint through the appropriate procedures:

- Where an individual employed by the school feels they have been discriminated against by an employee, manager or governor of the school, they should refer to the school's Grievance and Bullying and Harassment Policy.
- Where an individual is not employed by the school feels that they have been discriminated against by an employee, manager or Governor of the school, they should refer to the School's Complaint Policy.

In both cases, schools should seek advice from the school's HR Provider.

This document will be approved by the governing board.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour Policy
- Inclusion Policy
- Complaints Policy

The school will consider the impact of any new policies or initiatives and take Equalities into account when reviewing, composing and revising policies and initiatives.