



Barnoldswick

Church of England Primary School

Barnoldswick Church of England Primary School Equality Information and Objectives Statement

Members of staff responsible: Mrs M Ellis
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Equality Information Opening Statement

We welcome our duties under the Equality Act 2010. The general public sector equality duty (PSED) has the following three main elements that we give due regard to when carrying out our day-to-day work:

- Elimination of discrimination (both direct and indirect), harassment and victimisation or any other unlawful conduct in the Equality Act 2010.
- Fostering of good relations between those who share a protected characteristic and those who don't
- Advancing equality of opportunity between those who share a protected characteristic and those who don't.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

Dealing with Prejudice

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

Celebrating Diversity, Representation and Inclusion

Throughout the year, we foster an inclusive environment, ensure that all groups are represented and celebrate the success of all members of our school community. Our carefully planned whole school curriculum is balanced, diverse and fair. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. Our staff are fully trained to incorporate lessons about diversity in a sensitive and informative way in order to meet the learning requirements in each year group.

Our subject leaders plan activities for key diversity awareness days including Black History Month, Children's Mental Health Week, Safer Internet Day, International Women's Day, Earth Day, School Diversity Week and Remembrance Sunday.

Guest speakers from a wide range of backgrounds are invited into school to talk to pupils about diversity links which our curriculum topics from EYFS to Year 6 cover. Examples of this include visits from people of different faiths, visits to a wide range of religious buildings, as well as acknowledging festivals and special days throughout the school year.

In autumn 2017/18 we began the journey to achieving the Lancashire Equality Mark. This mark is awarded to schools who have taken measures to embed Equality throughout their practice with the goal of preparing all pupils for life in modern Britain and enabling all pupils to thrive in a supportive learning community. It has been developed by a working group in Lancashire and comprises of six individual Equality Badges:

- Race Equality Badge
- Gender and Gender Variance Equality Badge
- Disability Equality Badge
- Socio-economic Equality Badge
- Sexual Orientation Equality Badge
- Religion and Belief Equality Badge

We achieved the Gender and Gender Variance Equality Badge during the 2017/18 academic year and the Race and Religion & Belief Badges during the 2018/19 academic year

We work with all our stakeholders to help pupils achieve their potential. All parents/carers are encouraged to participate in the full life of the school. For example: The Art Gallery Exhibitions, Celebration Assemblies, Class Collective Worship, Music Concerts and Sports days.

Members of the local community are encouraged to join in school activities. Members of the church are invited to events in school. Church members also run a Messy Church Club in school. Members of Barnoldswick in Bloom attend school and we help with gardening in the town during the Spring and Summer Months.

All pupils are encouraged to reach their potential. Children with physical difficulties, hearing impairments and visual impairments are provided with equipment to ensure they can access the curriculum. For example, iPads can be linked up with the teacher's whiteboards and exercise books with darker print lines can be used. We provide a medical room for children who need personal care needs to be met. We make reasonable adjustments for children with Social, Emotional and Mental Health needs. For example children with ADHD are provided with physical breaks when needed. If a child has mental health needs they can be supported by the Emotional Literacy Support Assistant or can be referred to ELCAS for assessment.

Children with cognition and learning needs are supported through cycle of assess, plan do and review. Curriculum work is differentiated so that the child is included in the learning of the class. In some cases, children need a personalised curriculum, which is decided on with the SENDCo and Support Assistant. Some children need Preparation for Adulthood and this work is planned with the child and parent together.

Equality and Dignity in the Workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality. We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Equality Objectives Opening Statement

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

Aims to Eradicate Discrimination

Our objectives for 2022/2026 are:

Objective 1: To make reading material available to pupils that better reflects our school's social, ethnic and racial range.

We have chosen this objective to ensure all children have access to a wide range of reading material in many genres and from many cultural and social perspectives, familiar and unfamiliar writers from minority groups of all kinds have hitherto been under-represented.

To achieve this objective all stocks of core and wider reading material will be reviewed by Mrs Clark and Mrs Holden. Regular applications will be made to the Robert Windle Foundation for grants to allow expansion of stock and replacement as necessary.

Objective 2: To complete the Disability, Socio-economic and Sexual Orientation Equality Badges and achieve the Lancashire Equality Mark.

We have chosen this objective as it provides a clear framework to guide schools through the process of auditing, developing and consolidating good practice in different areas of Equality.

To achieve this objective the school will sign up for a Bronze Level Package with Lancashire County Council's Ethnic Minority and Gypsy, Roma and Traveller Achievement Service. This will allow Mrs Clark access to the programme, termly meetings and advisory/accreditation visits.

Objective 3: To achieve a return to pre-pandemic attendance figures for disadvantage groups

We have chosen this objective as our FSM, CLA, PP, EAL and SEN group's attendance is lower than their peers and below our minimum expected level of 96%. By focusing on attendance, often an indicator of disadvantage, we can work closely with families and children to seek to minimise and eliminate barriers.

To achieve this objective the Head Teacher and School Business Manager will continue to meet half termly to analyse attendance data and issue warning letters or referrals to our Inclusion and Pastoral Lead. We will also continue to work with Lancashire County Council's School Attendance Service to discuss legal intervention measures beyond in-school strategies.