



## Equality Duty Information & Objectives

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*On 5 April 2011 the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales.  
This duty replaces the existing race, disability and gender equality duties.*

*Please note, that once the school is opened and the needs of the community are established, the Leadership Team, Staff & Governors will work together to secure the Equality Objectives and implement the strategic actions.*

### The 3 aims of the General Equality Duty are:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act** - by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not** - by taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not** - by encouraging people from protected groups to participate in public life, or in other activities where their participation is disproportionately low.

The nine protected characteristics/groups are:

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- Age
- Disability
- Sex
- Gender reassignment
- Race
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage or Civil Partnership

### **Guiding Principles**

In fulfilling our legal duties listed above, we will be guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of the personal and cultural identity that is confident and open to change, and that is receptive and respectful toward other identities.
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society and in the wider context of an interdependent world.

### **Summary of Context**

Pineham Barns Primary School is situated in Pineham Village, which is a new housing development in Northamptonshire serving the south of the town. The school first opened in September 2017, as the first additional school in the Preston Hedge's Academy Trust and therefore benefits from collaboration and support from colleagues. On opening, the school had fifty pupils in total split across two classes (Reception & mixed Year One/Two), but has the capacity to grow to four hundred and twenty pupils from Reception to Year Six when full.

Our establishment of our behaviour policy and strong value curriculum from the outset, has meant that behaviour and approaches to learning across the school are positive. This has been supported by the Trust's external partner, who in January 2019 agreed with leader's view of the school that it is at least good. In addition, a recent parental questionnaire demonstrated that parents are overwhelmingly positive about the school with 100% of commenting that their child feels happy and safe, (June 2019).

The ethos of the school is ‘Fun, Creativity & Achievement,’ and as a staff, we strive to ensure that every pupil is provided with opportunities in all areas of the curriculum and that this is actively promoted through leaders, staff and the Governing Body. In addition, and as a school, we have ensured that there are strong systems in place to deal with any issues raised from any stakeholder in relation to bullying, racial or other prejudice incidents. All incidents are recorded and held by the Senior Leadership Team Staff detailing any actions as a result of the incident. Staff are trained on reporting procedures and any issues with specific pupils are mentioned in meetings for teaching and support staff. Finally, incidents are reported to the Governing Body via the Principal’s termly report before each Full Governing Body and also through the Trust committee meetings.

Our staff have worked closely with families to meet their needs and ensure that provision for SEN children is strong across the school. Whilst, the school does not currently have any pupils with an EHC Care plan in place, staff are working with other agencies to support children with additional learning and emotional needs, so that the school is actively meeting their needs and diminishing any gaps between groups of pupils, staff and other stakeholders.

Protected Characteristics	Equality Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment & victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Age	Staff of a wide range in school Governing body members range in age Safe recruitment policy	Open recruitment procedure Recruitment training for leaders	Community links to the school Positive role models
Disability	SEN provision mapping External agency engagement to ensure correct practice Gathering information for EHC when necessary to provide all groups with the required support. Site accessible & disabled parking spaces in car park Adapted toilet and Highly trained staff	Accessibility plan Senco ensures the inclusion policy is implemented through on-going staff training and evaluation. Ensuring all children have opportunity to take part in their learning. Medical room in place to meet any medical needs School is accessible to all stakeholders and adjustments will be made accordingly to ensure that all pupils can participate in curriculum opportunities and that members of the	Regular meetings with parents to understand need and foster positive relationships. This is then extended to outside support groups & agencies. Celebrating differences and achievements for all through the wider curriculum and PSHE Values curriculum – inspirational role models including those with disabilities

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		community can access the building when necessary. Resources are adapted to ensure all can engage with curriculum learning	
Sex	Attainment data is scrutinised to ensure there are no significant gaps between genders/actions in place to address any gaps found – shared at pupil progress meetings Safe recruitment policy; Support equal rights and to reduce stereotypes of boy/girl from EY onwards Staff of both genders employed Sports clubs that cater for all genders	A varied curriculum to ensure that both sexes are engaged Inclusive sports opportunities Inclusive values curriculum Role models champion both genders Safeguarding training Equal opportunity awareness from staff training sessions	Shared sports Curricular activities aimed at all Celebrating achievements for all Values system Role models of both genders Community visitors of both genders
Gender reassignment	Not applicable at current time of publication but we would gather advice from the relevant agencies Values curriculum that promotes tolerance, respect and a celebration of difference Regular meetings with family/ check in sessions with child would take place	Not applicable at current time of publication but we would research, gather views, get expert advice and ensure equality of opportunity	Deal with on a case by case basis; Offer professional support or help signpost to suitable professional agencies Provide opportunity to participate in the school community Provide pastoral care/ nurture support to child and family
Race	Comparative analysis of data to ensure attainment & progress in line regardless of race Reporting arrangements in place to eliminate and report unlawful discrimination in line with the LA policy Values curriculum celebrating diversity Prevent Duty in place A range of cultures celebrated through a range of resources Role models from a range of cultures Equality statement in place for recruitment	Tracking to ensure progress at pupil progress meetings & data analysis meetings EAL interventions groups & resources available Inclusive opportunities to all activities Visitors from a range of cultures Pastoral support available for parents & children Equal opportunity employer – staff role models	Visitors from a range of cultures Assemblies Values curriculum Positive role models Wider curriculum explores variety of cultures Ensuring the engagement of all of the school community in celebrations days/school events.
Pregnancy & Maternity	Flexible time off for antenatal appointments, etc; re-training on return to work; Continuity of care & teaching of pupils before & during maternity leave;	Open discussions with regard to: Maternity policy Return to work policy Overlap/ catch up with “KIT” days	Opportunities for new parents to bring their child/ren in to visit; Invite staff to functions & productions; Keeping in touch (KIT) days Open discussion & support provided to staff

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	<p>Adjustment to hours of work to current needs with agreement such as part time using the Flexible Working Policy.</p> <p>Fulfilling all obligations for maternity/paternity leave/medical and maternity appointments;</p> <p>Choice of return date(s);</p> <p>Keeping in touch days offered;</p> <p>Provision of childcare facilities for visitors (feeding, changing, etc)</p>		
Religion and belief	<p>Curriculum study involves a range of religions and promotes tolerance &amp; support of all types of belief and non-belief</p> <p>Modern British Values curriculum</p> <p>Prevent Duty in place</p>	<p>Curriculum that promotes understanding, tolerance&amp; support for individual belief/non-beliefs</p> <p>Staff trained in Prevent Duty</p>	<p>Visitors from a range of religions</p> <p>Assemblies cover key events in a range of religions</p> <p>Values curriculum</p> <p>Positive role models from a range of religions</p> <p>Recognise the right to withdraw from some non-statutory events due to religion/belief</p>
Sexual Orientation	<p>Values system promotes respect for difference</p> <p>Anti-bullying policy in place with reporting arrangements in place for incident logging &amp; monitoring systems</p> <p>Equal opportunity recruitment policy</p> <p>Use of acceptable language, not tolerating the use of the word gay as a term of abuse</p>	<p>Curriculum that promotes tolerance and respects difference</p> <p>Recruitment policy that welcomes all</p> <p>Awareness/Support children whose parents are in a same sex relationship &amp; equal opportunities given to same sex parent families to engage in school life</p> <p>Positive role models</p> <p>Through wider curriculum, children aware that families are different but all special</p>	<p>Same sex partnership families are given equal opportunities to engage with school life &amp; events</p> <p>Same support for all parents and children regardless of orientation</p> <p>Curriculum that promotes tolerance and respect for others</p> <p>Staff choice of disclosure</p>
Marriage or civil partnership	<p>Values system promotes respect for difference</p> <p>Anti-bullying policy in place with reporting arrangements in place for incident logging &amp; monitoring systems</p>	<p>Curriculum that promotes tolerance and respects difference</p> <p>Awareness/Support children whose parents are in a same sex relationship &amp; equal opportunities given to same sex parent families to engage in school life</p> <p>Positive role models</p> <p>Through wider curriculum children aware that families are different but all special</p>	<p>Same sex partnership families are given equal opportunities to engage with school life &amp; events</p> <p>Same support for all parents and children regardless of orientation</p> <p>Curriculum that promotes tolerance and respect for others</p> <p>Staff choice of disclosure</p>

Equality Objectives & Action Plan - 2017- July 2021

Objective	Which protected groups(s) will this most affect/influence	How we will know we have achieved the objective	Lead & other key people	Actions	Annual Red/Amber/Green rating (Review in July)
To ensure that the gender gap in attainment decreases in 2018 – 2019 through a whole school strategy.	Gender	The number of boys not reaching age related expectations at the end of KS1 and a Good Level of Development in Early Years will decrease in 2019 outcomes.	Principal Assistant Principal All staff	Regular and careful monitoring of gender groupings. Termly pupil progress meetings to discuss specific groupings and evaluate the impact of interventions.	<b>GREEN</b> In EYFS, the number of boys meeting GLD improved on the previous academic year. Attainment in the specific areas was above inline or above national, successfully diminishing the gender gap. In KS1 all pupils made the expected progress and there was no gender difference in attainment for mathematics.
To ensure that all stakeholders positively promote the school's six values to ensure that everyday life at Pineham Barns promotes the British values of democracy, the rule of law, individual liberty and mutual	All protected groups	Values school system established and evident at Pineham Barns Primary School.	Curriculum Leader All staff & stakeholders	All stakeholders are aware of the school values through a whole school strategy.  External partners and school staff to work with families, pupils and staff throughout the academic year.	<b>AMBER</b> Our community are fully aware of our values through newsletters etc. However, Covid and school closures

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<p>tolerance and respect of difference in all groups.</p>		<p>All stakeholders aware of the values and this is communicated within the wider community.</p> <p>The values curriculum ensures that pupils develop a sense of respect and tolerance, through learning about all cultures and religions, with due to consideration being given to the diversity within our community.</p> <p>Children will demonstrate these values in school, and be able to demonstrate a deeper understanding of them through the wider school curriculum outcomes</p>		<p>Celebration Days to develop children's understanding and tolerance of other cultures and religions.</p> <p>Values featured in newsletters regularly to provide parents with updates and understanding of our values.</p>	<p>has impacted on families being able to come into school. Nevertheless, throughout lockdown, this has been maintained in the school. Parents have been sent home newsletters and new values have been provided to reflect the challenging times faced by families.</p>
<p>September 2019</p>					
<p>To ensure that every member of the school community can access the facilities and opportunities and curriculum on offer.</p>	<p>SEN and disability</p>	<p>All members of the school community are able to attend school events and/or participate in every element of the curriculum through the adaptations made by the school.</p>	<p>SEN Leader All staff &amp; stakeholders</p>	<p>Adapted collection routines to meet the needs of parents with disabilities. All staff informed and plan actioned.</p> <p>Additional resources purchased to meet the needs of all pupils.</p> <p>Sensory room identified and under development to ensure that pupils with additional needs can have a positive experience of school and participate in an inclusive classroom with the support of this environment.</p>	<p><b>GREEN</b> Sensory room is on place and all children with additional needs are able to access the school and it's curriculum. External agencies have been positive with regards to the school's actions to fully engage and adapt the facilities for pupils with additional needs.</p>

### **Review – April 2019**

Since the school opened in September, Senior Leaders and the staff of the school have focused on ensuring that the school is inclusive and have held many events to ensure that the school begins to have a strong sense of community and inclusion. All stakeholders are aware of the school's Behaviour Policy and staff have received training and support to ensure that practice is consistent. Senior Leaders work tirelessly with parents to ensure that through sense of partnership, outcomes are positively improved for pupils. This has led to 100% of parents commenting that the school makes sure its pupils are well behaved and that their child is happy at the school (October 2017).

Values events have been held for families in line with our action plan above, which was received extremely positively and attended by many families. Our work in this area with Neil Balliston (External Values Lead) has led to many changes across the school and there is a clear strategic plan to build on this further.

Trends in data continue to be monitored and Senior Leaders are reflecting on practice for the academic year in 2018 - 2019 to support the learning needs of our current Reception cohort, as we make positive steps to decrease the gender gap in attainment. This will be further updated in the Summer term, but is already part of the school's strategic plans for next year.

### **Review May 2021**

The school has worked hard to ensure that the objectives are met. Whilst considerable progress has been made with all objectives outlined in this document, leaders are conscious of the impact of Covid on particular objectives.

The school community is well aware of the values of Pineham Barns and despite lockdown, these were still perused and supported through events and challenges set for the children and their families. The response was overwhelming and a video was made to demonstrate the efforts of the school community to engage with our values despite the challenges they were facing. As a staff team we continue to have weekly assembly focused on our values and these are shared in newsletter to parents each term.

This document will be reviewed again in July and then updated to in preparation for September as it reaches the end of the four years.