



THE  
**BARCLAY**  
SCHOOL

# **Barclay School Equality Policy and Equality Objectives 2017/18**

Updated:		December 2017
Next Review:		December 2018



# THE BARCLAY SCHOOL

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## 1: Vision and Values

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Our equality vision and the values that underpin school life

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Barclay School is committed to promoting equality for all - regardless of ethnic background, gender, social class, cultural or religious traditions and beliefs, physical, characterisation, sexual orientation, age or ability.

The school recognises that to achieve this aim it must actively promote positive attitudes towards all groups in the community and within the school and acknowledge and acclaim diversity through teaching and school policies and procedures.

The school has five principles which underpins all that it does. We call this our Vision and Values. One of these directly focuses on relationships within school.

### **Believe! Achieve! Exceed!**

- We are proud to be members of The Barclay School and believe that education empowers us to shape our futures
- We value learning and welcome new opportunities and experiences
- We work our hardest and take pride in what we achieve and celebrate the achievement of others.
- We strive to make the relationships between all members of our school community warm, positive and encouraging.
- We believe in our potential to exceed all expectations and to have a unique impact on the world.

These values have been guided by:

### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value:

- 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.



**Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys and women and men, are recognised
- religion, belief or faith background
- sexual identity.

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist.**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- males and females.



### **Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- both those who are LGBT and heterosexuals

### **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- both those who are LGBT and heterosexuals

### **Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

### **Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report termly on progress towards achieving them.



## 2: School Context

### The characteristics of our school

The school has a broadly average intake and below average number of students with AEN on FSM or from ethnic minority groups. Student performance fluctuates from year to year however students on FSM, CLA and students on school action plus performed less well than other groups in KS4 last year. Other groups performed near to or above national standards. Student literacy, particularly reading, has been identified as a major factor in limiting student performance.

The percentage of persistently absent students is higher than the national average.

<b>Characteristic</b>	<b>Total</b>	<b>Breakdown (number and %)</b>
Number of pupils	702	(54% male) (46% female)
Number of staff	66	(32% male) (68% female)
Number of governors	11	
Religious character		Non religious
Attainment on entry		Slightly below average in most years
Pupils eligible for FSM	202	28.7%
Pupil Premium	197	28.06%
Deprivation factor	0.21	
Mobility	20%	From 2016 census
Disabled staff	0	
Disabled pupils (SEN/LDD)	0	
Disabled pupils (no SEN)	0	
BME pupils	32%	
BME staff	19 %	
Pupils who speak English as an additional language	111	
Average attendance rate	93%	
Significant partnerships, extended provision, etc.		Part of the Stevenage Sixth Form consortium
Awards, accreditations, specialist status		Healthy Schools



## 3: Legal Background

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### The duties that underpin our scheme

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Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

#### **General Duty under the Equality Act 2010:**

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

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- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

#### ***The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)***

##### ***The specific duties require schools to:***

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

#### ***Protected Characteristics***

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation



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## **Disability**

At Barclay School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

## **Community Cohesion**

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

At Barclay School community is at the heart of its vision and values. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping.
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.



## 4: Roles and Responsibilities and Publish Information

### Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

#### Commitment to implementation

Debbie Upton retains overall responsibility for ensuring that the action plan is delivered effectively. At each Full Governors Meeting aspects of the school's development plan are reviewed.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for</b>	<b>Key person</b>
Single equality scheme	Magda Charlwood Senior Assistant Head
Disability equality (including bullying incidents)	Steve Fuller Assistant Headteacher
SEN/LDD (including bullying incidents)	Steve Fuller Assistant Headteacher
Accessibility	Paul Benjamin Premises Manager
Gender equality (including bullying incidents)	Steve Fuller Assistant Headteacher
Race equality (including racist incidents)	Steve Fuller Assistant Headteacher
Equality and diversity in curriculum content	Lauren Phillips Deputy Headteacher
Equality and diversity in pupil achievement	Lauren Phillips Assistant Headteacher
Equality and diversity – behaviour and exclusions	Steve Fuller Assistant Headteacher
Participation in all aspects of school life	Amanda Read Head of Year
Impact assessment	Lauren Phillips Deputy Headteacher
Engagement /Stakeholder consultation	Amanda Read Head of Year
Policy review	Lauren Phillips Deputy Headteacher
Communication and publishing	Paula Flint Business Manager



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The school operates equality of opportunity in its day to day practice in the following ways:

## **Teaching and Learning**

Providing all students with access to a broad and balanced curriculum which provides students as they grow older with opportunities to specialise in areas of particular interest. We endeavour to ensure that the curriculum equally represents the interests, status, ethnicities and gender of our students. We aim to adequately resource activities and courses to ensure no one is disadvantaged and all have access to a range of experiences such as trips and extra curricular clubs.

## **Admissions**

We are a community school and places at the school are allocated by the County Council and follow their admission criteria.

## **Exclusions**

We aim to ensure that students understand the consequences of their actions through a clear behaviour policy and consistent application of its rules by all staff.

## **Staff**

We comply fully with legislation which protects our staff from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices ( such as dress codes) and disciplinary procedures.

We make efforts to ensure that the diversity of our workforce reflects that of our community and wider society.

We will ensure safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators

We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents.

Tackling discrimination and anti bullying reporting and recording, all forms of prejudice-related incidents for example racism, homophobia, and negative views of disabled people or sexism.

## **Commitment to review**

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes. At Barclay School we will publish information annually on the school website. The following information will be published:

- The School Equality Action Plan.
- This School Equality Scheme
- Behaviour Policy



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- Recruitment Policy
- Pay Policy
- Attainment Data showing how pupils with different characteristics are performing..

The school's ongoing review of progress is discussed at Full Governor meetings and aspects of it reviewed at sub committees. This includes:

- Actions taken in response to analysis of vulnerable group progress.
- Progress towards achieving the objectives in the 'School Development Plan' and 'Ofsted Action Plan'. *The School Equality Action Plan points are taken from that plan which is in turn based on school self evaluation of all groups.*
- Involvement with the local and international community.
- How stakeholders have been consulted.

## **Commitment to action**

### **Governors will:**

- Support the development and regular review of the school's equality and other policies
- Ensure the accountability of the Headteacher and senior staff for the implementation of school policies
- Congratulate examples of good practice from the school.
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

### **Headteacher and senior staff will:**

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

### **Line managers will:**

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals.
- Contribute to managing the implementation of the school's equality scheme



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## **All staff: teaching and non-teaching will:**

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

## **All Students will**

- Contribute to consultations and reviews
- Behave with respect and fairness to all staff and students, carrying out the spirit of the school's vision and values.

## **All parents will**

- Contribute to consultations and reviews
  - Behave with respect and fairness to all staff and students, carrying out the spirit of the school's vision and values.
  - Supporting the school in its commitment to developing the social skills of students and community spirit within the school.
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## 5: Engagement

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Involving our learners, parents/carers and others

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### Engagement – Participation and Involvement

The school has undertaken a number of pieces of research to obtain the views of students, parents and staff. This has included an extensive Kirkland Rowell survey. A significant number of the objectives in the Equality Scheme Action Plan have been drawn from this research.

In addition the school has consulted parents during parent consultation evenings as well as invited comments on specific issues such as homework and uniform.

In addition students have participated in a wide number of surveys such as the Rewards and Sanctions, use of mobile phones, identifying their attitudes to learning, bullying surveys, the school behaviour policy and a uniform consultation. The school council is also used to obtain students views.

Governors are members of up to two committees focusing on different aspects of the school and are linked to senior leaders.

The school has developed a strong link with a major feeder school which has helped to provide feedback on the position of the school within the local community.

The school's website and newsletter is used to communicate with parents and seek where appropriate their views or feedback.

We have used feedback from local residents and organisations to identify priorities in the action plan.

When consulting students we have ensured the participation and involvement of people from broad and diverse backgrounds and of different abilities.

When deciding what to do to tackle equality issues, we consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Evidence of this engagement will be included in the published material showing how the duty has been addressed.



## 6: Using information – Equality Impact Assessment, data and other information

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### Evaluating the impact in terms of the outcomes

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#### Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.

We also value qualitative information which may be given to use through a variety of mechanisms. We conduct student voice activities such as anti-bullying questionnaires.

#### **Commissioned services (procurement)**

When procuring goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?

If so is there a need to include some equality requirement within the contract and what would this be?

We ensure the contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require compliance by any subcontractors.



## 7: Our School's Equality Objectives

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### Key priorities for action

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Our equality objective-setting process has involved gathering evidence as follows:

The school has a comprehensive self evaluation form which has drawn on impact data from a wide range of sources including: Raiseonline, internal examination analysis and tracking data. School surveys and regular consultation exercises such as the use of the Ofsted questionnaires at parent consultation evenings help to support this self evaluation process and the schools judgements about its strengths and weaknesses.

This has ensured we have evaluated the progress of all groups within the school and identified areas where action is required.

The school development plan was produced from this self evaluation process. The school has identified as a result a number of specific equality issues that form the basis of the objectives for the school equality scheme plan. Essentially these are aimed at closing gaps and ensuring all students achieve equally as well.



## **8: Setting Equality Objectives Action Plan**

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Making progress on equality issues

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### **We have identified the following objectives for 2017-2018:**

- Develop, populate and update a webpage, within the Barclay website, which provides information about progress towards equalities objectives and performance of protected groups, by the end of the autumn term, and termly thereafter;
- Establish Student and Staff Equalities committees to provide feedback on progress towards equality objectives and advise on important themes to explore;
- Improve the representation of protected groups on student voice committees, so that it reflects the profile of our cohort,
- From Autumn 2017, introduce consultation with students and staff from all faiths and improve the provision for them to practice their religion, for instance by making facilities available for worship when necessary;
- Explore the possibility of establishing a student LGBT (Lesbian, Gay, Bisexual and Transgender) group;
- From Autumn, agree an equality target for progress within each year group addressing issues specific to that cohort. This will be reviewed and renewed as applicable whenever data is collected throughout the year.

### **Other groups to whom we extend our commitment to equality**

Each school will have a unique cohort. In addition to groups specifically protected by the Equality Act 2010, Barclay School has the following groups which we consider to be vulnerable and to which we will, where possible apply the same level of consideration as legally recognised vulnerable groups:

- Special Educational Needs and Disabilities (including behaviour and dual or multiple vulnerabilities)
- Siblings of children with SEND



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- Those entitled to Free School Meals and those previously in receipt of Free School Meals, Pupil Premium
- Children Looked After
- Children in the care of grandparents or other family members
- Those with hidden vulnerabilities e.g. children with a parent in prison, poor parental support
- Summer born children
- Gifted and talented
- Young carers
- Children on the Child Protection register
- In year admissions
- Children with refugee status
- Children for whom English is not a first language.