



Equality Act 2010

Heaton St Barnabas C of E Primary School

At Heaton St Barnabas CE Primary School governors and school leadership are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

A protected characteristic under the act covers the groups listed below:

- Age (for employees only)
- Disability
- Race (includes ethnic or national origins, colour or nationality)
- Gender (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief (includes lack of belief)
- Sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, the law requires us to:

- Publish equality information – to demonstrate compliance with the general duty across its functions
We will not publish any information that can specifically identify any child
- Prepare and publish equality objectives
To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:
 - Admissions
 - Attendance
 - Attainment
 - Exclusions
 - Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Good Practice at Heaton St Barnabas C of E Primary School

Listed below are examples of good practice already in place that demonstrates compliance with the general duty across the functions of the School.

- Policies, displays, notices, uniform and meals in the school reflect the entire pupil population in terms of ethnicity, language, race, gender, sexuality and disability. Positive images of pupils will be used to illustrate the commitment to inclusion and equal opportunities.
- The school maintains good relations with parents and members of the community through the Parental Engagement Worker who runs parent engagement groups such as positive parents, family links, joint animation programme, cook and eat and family aid.
- Accessibility Plan
- As a school we are committed to embedding the use of Restorative Practices in all aspects of school life and in ensuring that the whole school community reflects this.
- Building Learning Power - Helping young people to become better learners, both in school and out.
- Nurture Groups that offer focussed intervention strategy and address barriers to learning arising from social/emotional or behavioural difficulties. This can include small groups of children.
- There are clear procedures for dealing with prejudice-related bullying and incidents.
- Pupil Council is well established and works hard to ensure that the children are fully involved in the decision making in school.
- Peer mediators who are a group of children who have undergone special training to help to resolve problems with children in the playground.
- All teachers are aware of pupil premium children in their class and they are prioritised for intervention work.
- Using data to monitor and track achievement of all pupils and specific groups by ethnicity, gender and disability.