

Appendix 1

The Protected Characteristics as set out in [The Equality Act 2010](#) are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Reviewed – September 2020
Date for Next Revision – September 2023

Appendix 2

Academy specific information

Name of academy: Barby CE Primary School

Eliminating discrimination in our academy

We work to eliminate discrimination in the following ways:

- 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 yearly refresher training and when required.
- The academy has a designated member of staff for monitoring equality issues. Suman Bedi. Suman Bedi will regularly liaise with the governors regarding any issues and make them and senior leaders aware of these as appropriate.

Advancing equality of opportunity

In our academy, in addition to what is mentioned in section 5, we advance equality of opportunity in the following ways:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parent/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

In our academy, in addition to what is mentioned in section 6, we foster good relations in the following ways:

- Ensuring that Barby C of E Primary School is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship

Equality considerations in decision-making

In our academy, the ways in which we consider equalities in decision making, and record those decisions, are as follows:

For example, when an academy trip or activity is being planned, the academy considers whether the trip:

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

Our risk assessment process shows consideration for all pupils' need when planning local trips / visits and activities e.g. consideration of child with visual impairment on trips.

Equality Objectives

At Barby C of E Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender disability, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Appendix 3

Equality Objective 1 : *To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.*

Why have we chosen this objective:

We regularly analyse our end of key stage and year data, we can then see from this analysis if there are gaps between these groups and those of others and address accordingly.

To achieve this we plan to:

Closely monitor, analyse and compare our data with the trust and the National picture.

Progress we are making towards achieving this objective:

Groups have been identified and we analyse their data on a termly basis. Individual learning plans are discussed and implemented for these pupils, review impact of additional interventions and support.

Equality Objective 2 : *To raise levels of attainment in core subjects for vulnerable learners.*

Why have we chosen this objective:

We regularly analyse our end of key stage and year data, we can see from this analysis that there are gaps between these groups and those of others in Reading and Mathematics.

To achieve this we plan to:

Monitor gaps in learning and put in place interventions for extra support and booster groups.

Progress we are making towards achieving this objective:

Groups have been identified and we analyse their data on a termly basis. Individual learning plans are discussed and implemented for these pupils. review impact of additional interventions and support.

Equality Objective 3 : *To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.*

Why have we chosen this objective:

To ensure all pupils and parents are given the same opportunities to be involved in school life and learning and to support all to engage.

To achieve this we plan to:

Ensure all parents can access the opportunities that the school offers and support all parents to be involve in school life.

Progress we are making towards achieving this objective:

Parents' voice and supportive communication from school with different options to achieving involvement.