

River Learning Trust Equality Objectives

Name of School **Middle Barton School**

Date Objectives set **April 2021**

Following an audit of equalities in our school, the governing body has agreed the following Equality Objectives:

	Equality Objective	Success Criteria How we will know we are making progress	Actions to be taken	Aims of the Equality Duty (Circle the aim that applies)	Protected Characteristics (Tick the groups to which it applies)
1	Ensure that the curriculum reflects the school's commitment to Equality, Diversity and Inclusion with a proportionate coverage of gender, race.	<p>Within 12 months</p> <p>Within 2 years</p> <p>After 4 years</p>	Curriculum leads to audit subjects Amend any gaps	<p>Eliminate unlawful discrimination</p> <p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Race</p> <p>Disability</p> <p>Sex</p> <p>Religion or Belief</p> <p>Sexual Orientation</p> <p>Age</p>

2 .	Ensure a culture of inclusion within the whole school community	<p>Within 12 months</p> <p>Within 2 years</p> <p>After 4 years</p>	<p>Appoint EDI lead</p> <p>Audit understanding of EDI</p> <p>Action plan for involving the community</p> <p>Ensure non acceptance of any discriminations within MBS is communicated and lived out</p>	<p>Eliminate unlawful discrimination</p> <p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Race</p> <p>Disability</p> <p>Sex</p> <p>Religion or Belief</p> <p>Sexual Orientation</p> <p>Age</p>
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River Learning Trust Equalities Plan

Our vision at Middle Barton is that **ALL** children will question, challenge and engage in the world in which they live. Through compassion, respect and integrity, children will have high aspirations and expectations for themselves and others. Using curiosity, creativity and partnerships, **ALL** our children will believe and achieve.

Introduction

Our School is committed to ensuring that every pupil, member of staff or governor is treated with compassion, fairness and without any discrimination. Every effort will be made to accommodate individual needs and adaptations will be made where necessary to effect this whether short term or permanent . All staff engage positively with the wider community without prejudice or personal opinion and treat every member equally.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All racial minority groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or beliefs

- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers
- Children or staff who are gay, lesbian, bisexual or transgender
- Pupils or staff who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

MBS analyses both soft and hard data for varying groups to ensure that any discrimination whether intentionally or unintentionally is addressed. These include but are not limited to Pupil Premium, the school's own identified vulnerable group; gender and SEND. The school's demographics for racial minorities are small and therefore not monitored as a discrete group.

What sort of school are we?

MBS is a rural school with a predominantly white British population. The school is secular but has good links with the parish churches and vicar. Our demographics for disability are low and we have no travellers, refugees or asylum seekers currently within the school.

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum that is not reflective of all groups with a balance of resources
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- Recruitment, management and development of staff and governors

School's Commitment to Equalities

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. 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.

The school recognises that Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

Priority Success Criteria	Action to be taken	Lead Staff	Additional Resources, Budget	Milestones	Monitoring and evaluation summary
To protect the individual characteristics of a child so that they are not identified by them in a negative way.	-Respecting differences lessons PSHE SCARF -Instilling a no touch without permission policy -Resourcing books	EM	Key texts	<i>Assembly delivered by end of April on the new school policy of asling</i>	

<i>All children will feel protected and equal and not have their identifying characteristics respected.</i>				<i>before touching and acceptance without reproach if declined.</i>	