



**Minerva**  
Learning Trust

# **Equality Information and Objectives Statement**

## **Barrow Hill Primary Academy**



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## **Changes to this edition**

First Edition – this is a new template for schools to populate to comply with the Public Sector Equality Duty.

# 1. Introduction

- 1.1 Minerva Learning Trust recognises and welcomes the specific and general duties it has under the Equality Act 2010 in relation to the Public Sector Equality Duty (PSED).
- 1.2 The PSED requires the Trust, as a body carrying out public functions to have due regard to:
- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
  - Fostering good relations between people who share a protected characteristic and those who do not
  - Advancing equality of opportunity between people who share a protected characteristic and those who do not

These are known as the general duties of the PSED.

- 1.3 Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as the need to:
- Remove or minimise disadvantages
  - Take steps to meet different needs
  - Encourage participation when it is disproportionately low
- 1.4 There are two specific duties of the PSED intended to help schools within the Trust meet the general duty. They are:
- Publish information to demonstrate how the school is complying with the PSED. This information must include, in particular, information relating to people who share a protected characteristic
  - Prepare and publish equality objectives.
- 1.5 The Trust and its schools aims to promote pupils' spiritual, moral, social and cultural development with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and employees.
- 1.6 The Trust and Barrow Hill Primary Academy are committed to not only eliminating discrimination but also increasing the understanding of and appreciation for diversity. This document sets out how Barrow Hill Primary Academy is meeting the general duties of the PSED and publish the equality information and objectives for 2025/26.
- 1.7 This document should be read in conjunction with the Trust Equality Policy.

## **2. Protected Characteristics**

- 2.1 Under the Equality Act 2010, certain groups of society will be protected, by way of a particular characteristic. These are known under the Act as protected characteristics. The Trust and the school have a statutory duty under the PSED to minimise or remove the disadvantages suffered by those with protected characteristics and to promote equality for all.
- 2.2 The protected characteristics under the Act are listed below:
- Age
  - Disability
  - Gender reassignment
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation
- 2.3 The Trust and Barrow Hill Primary Academy will not discriminate against, harass or victimise any employee, pupil, prospective pupil, or other member of the school community because of the above characteristics.

## **3. Eliminating unlawful discrimination, harassment, victimisation and other conduct**

- 3.1 We believe that a greater level of success from pupils and employees can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:
- Being respectful
  - Always treating all members of the school community fairly
  - Developing an understanding of diversity and inclusion and the benefits it can have
  - Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the Trust's and School's values
  - Adopting an inclusive curriculum that is accessible to all
  - Encouraging compassion and open mindedness
  - Challenging bias and calling it out in order to move the conversation forward.
- 3.2 We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge

their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

3.3 The school seeks to eliminate unlawful discrimination, harassment, and victimisation through the framework of policies implemented across the Trust:

- Equality Policy
- Supporting pupils with medical conditions policy
- Staff code of conduct
- School behaviour policy including anti-bullying
- Safeguarding and child protection policy
- Complaints policy
- Discipline and grievance policies
- Harassment, discrimination, victimisation and bullying policy
- Family friendly policies
- Flexible working policy
- Special educational needs and disability policy
- Disability in employment policy

3.4 Training is provided to employees and those involved in governance through the Trust ROUTES programme and specific events linked to the school equality objectives.

3.5 The school monitors data in relation to protected characteristics and equality issues such as recruitment, pupil exclusions, pupil engagement in activities, incidents of bullying, harassment, victimisation and discrimination, safeguarding and complaints. Data is used to evaluate the effectiveness of policy, practice and provision to ensure unlawful discrimination is not taking place and to identify areas for improvement generally in the approach to equalities.

3.6 The school has set out an assembly structure whereby British Values, Character and protected characteristics are covered to ensure that the children are educated about their role in promoting diversity and being respectful of other cultures. We have also mapped out a wide range of story books to coincide with these values and further promote equality throughout school.

## **4. Fostering good relations**

4.1 We are committed to fostering good relations between people who share a protected characteristic and those who do not. We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported,

our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

4.2 Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

4.3 The Trust's employees will not:

- Discriminate against any member of the school community
- Treat other members of the school community unfairly

4.4 The Trust's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

4.5 Throughout the year, the Trust and the school provides a variety of opportunities to celebrate diversity including:

- Planning activities for key diversity awareness days
- Inviting guest speakers to speak to pupils and employees about diversity
- Incorporating lessons about diversity into the curriculum

4.6 Within our assembly structure we have mapped out significant events throughout the year to promote diversity and an understanding of the world around us. We aim to foster a genuine interest and curiosity in learning about other cultures. Having had a small number of incidents relating to racial language we have developed a specific set of class-based lessons to develop the children's understanding of expectations and their role in society to accept and include all.

## **5. Advance equality of opportunity**

5.1 The Trust and the School value diversity and works pro-actively to ensure that people who share a protected characteristic are represented in the school community and are able to access the same opportunities as those who do not.

5.2 The Trust is actively seeking to attract and retain applicants for employment and governance roles from a diverse range of backgrounds and ensure that we are reflecting the diversity of the community that we serve.

- 5.3 The school takes comprehensive actions when an incident occurs and aims to be proactive in our delivery and education towards children so that they have a greater awareness of protected characteristics and are able to identify inappropriate language and behaviour towards others. There have been a small number of incidents relating to the use of inappropriate racial terms and sexual orientation being used as an insult. There has been one suspension this academic year due to an incident involving racism.
- 5.4 The school will deliver RSHE (Relationships, Sex and Health Education) through the Jigsaw scheme and alongside this will promote equality through whole school and class assemblies.

## **6. Equalities information**

- 6.1 The school has reviewed how it currently performs in the context of the requirements of the General Duty and protected characteristics. In collating the school information we have identified evidence, explored how we can close gaps and our actions in respect of the protected characteristics, and analysed our effectiveness.
- 6.2 Annex 1 sets out our evidence and the issues highlighted.

## **7. Equality objectives**

- 7.1 The Equality Objectives for Barrow Hill Primary Academy for 2024-2025 are:
- To reduce the number of homophobic and racist incidents
  - To review the curriculum to ensure it is relevant to all pupils and promotes inclusivity
  - To raise attendance of all children but particularly those from the traveller community
- 7.2 These objectives are set out in more detail within the School Development Plan. Progress towards achieving these objectives will be kept under review and reported to the Chief Executive Officer and Local Governing Body on a termly basis.

## **8. Monitoring and evaluation**

- 8.1 The school will monitor the progress it makes and the impact of actions in respect of equality, diversity and inclusion to ensure that the objectives are met. Where inequality or discrimination is found to have taken place, it will be addressed quickly and lessons will be learned to improve future practice.