










Protected Characteristic		The table below outlines some of the work the Academy currently undertakes to ensure equality in regards to the protected characteristics.
 <p><b>Race</b></p>	In relation to race, the evidence we hold tells us:	<p>51% of our children come from White British backgrounds. 47 % come from a variety of ethnic backgrounds including Asian and Mixed. 2% of children have not disclosed their ethnicity.</p> <p>Racist incident forms and procedures are in place; last academic year we had 4 recorded incidents logged. Observed behaviour in the school shows respect and tolerance for people of all races amongst children, this is modelled by all adults.</p> <p>All children regardless of race are offered and involved in after school school activities.</p> <p>PLEDGE opportunities, our PSHE curriculum, assemblies and relevant curriculum lessons (for example in History) involve discussions around difference, diversity and tolerance in our society, giving high profile and respect to different values and views within society. Through this we foster respect and interest in all children's race backgrounds and celebrate diversity and difference worldwide. Our curriculum covers different races and cultures; due respect and interest is given to the cultures within the school.</p>
 <p><b>Disability</b></p>	In relation to disability, the evidence we hold tells us:	<p>&lt;1% of our children have physical disabilities and &lt;1% have multi-sensory disabilities (this also includes those with a physical disability). Children with physical disabilities take part in class activities and effectively adapted learning opportunities to allow them to succeed and progress in line with expectations from their starting points.</p> <p>The school has an effective inclusion policy.</p> <p>The school has an accessibility plan.</p>
 <p><b>Sex</b></p>	In relation to sex, the evidence we have tells us:	<p>52% of our children identify as male. 48% of our children are female.</p> <p>Where a gender difference is identified in assessment outcomes, this is addressed as needed as part of school development plans.</p> <p>Children work in mixed sex groupings.</p> <p>Where a decision needs to be made in regard to splitting students based on gender, the school will consult the DfE non-statutory guidance, Gender Questioning Children.</p> <p>All genders are employed at the school and we welcome applications from all genders.</p>
 <p><b>Gender Reassignment</b></p>	In relation to gender reassignment, the evidence we hold tells us:	<p>The recruitment policy has guidance on recruitment on grounds of ability to carry out the vacant post which the school follows.</p> <p>The Trust consults DfE non-statutory guidance, Gender Questioning Children.</p> <p>No data is recorded on gender reassignment in the school therefore the potential for victimisation is minimised.</p>
 <p><b>Pregnancy and Maternity</b></p>	In relation to pregnancy and maternity, the evidence we hold tells us:	<p>We give staff on maternity leave or who are pregnant the same rights as other staff and include them in relevant school information during leave.</p> <p>The school policies include flexibility in staff's absence in view of childcare and parenting emergencies.</p> <p>We support staff wishing to take paternity or adoption leave.</p>
 <p><b>Age</b></p>	In relation to age, the evidence we hold tells us:	<p>Staff range in age from 22 to 65</p> <p>All staff, including support staff and casual staff and community education tutors, range in age from 22 - 65.</p> <p>We follow the Trust Recruitment Policy and Diversity, Equality, Equity and Inclusion Policy.</p> <p>We use the Trust assured national suppliers and local sources of advertising for posts.</p> <p>The school returns the relevant monitoring forms.</p>

 <p><b>Religion or belief</b></p>	<p>In relation to religion and belief, the evidence we hold tells us:</p>	<p>The school welcomes children and families of all religions equally.</p> <p>The school does not hold performance data on groups of religious nature.</p> <p>Through taught lessons, wider internal and external opportunities, children discuss the diversity of beliefs, people's rights to their own beliefs, as well as encouraging children to reflect on their own and others' beliefs and reasons for their actions.</p> <p>All children and staff are given equal value independent of their personal belief or religion.</p> <p>Due regard and mention is given to different religions' celebration days and events.</p> <p>Every effort is made to include awareness, tolerance and understanding of a wide range of religions in the curriculum as well as in assemblies.</p> <p>Where religious beliefs can be supported in the school they are, for example the inclusion of a hijab and trousers within the uniform.</p>
 <p><b>Sexual Orientation</b></p>	<p>In relation to sexual orientation, the evidence we hold tells us:</p>	<p>No data about the sexual orientation of staff or parents/carers is collected in the school therefore there is no potential for victimisation.</p> <p>Correspondence is addressed as requested to support equality of all family situations.</p> <p>Children are taught the differences between the sexes and that some people are of different sexual orientations to others and that that is acceptable in our society, as defined in our PSHE Programme.</p>
 <p><b>Marriage and Civil Partnership</b></p>	<p>In relation to marriage and civil partnership, the evidence we hold tells us:</p>	<p>We have a range of different partnerships within the staff and all are respected for their own arrangements.</p> <p>These topics are also covered through PSHE, our curriculum and wider curriculum opportunities.</p>

## Diversity, Equality, Equity, Inclusion Action Plan 2024 – 27 for **Bar Hill Primary School**

Area of focus	Delivery (High Quality Learning Environment)	Leadership (Pursuit of Excellence)	Impact (Achievement for All)
Bullet point why you have chosen your objectives, linked to the protected characteristic selected, as the priority for your school.	Ensure that there are opportunities for children to learn about diversity and culture within our local community and the wider world through the taught curriculum.	Ensure staff welfare is considered and planned for and is an ongoing priority for the school. Regularly monitor and support staff welfare, with particular regard for those with any of the protected characteristics.	Ensure pupil voice and pupil leadership has diverse representation. Promote children's voice to ensure that there is a clear understanding of tolerance and respect for others. Proactively engage with with members
Outline how you will achieve your DEEI objectives.	<i>Regular curriculum reviews by curriculum leads. In particular, ensure that schemes of learning in PSHE and World Views (RE) reflect our community and beyond and British Values and what they mean in</i>	<i>Meridian Trust wellbeing surveys, staff appraisals, regular staff briefings and Academy Council conversations with staff.</i>	<i>Review representation within pupil leadership groups on a termly basis. Promote and see opportunities within our local community to showcase local diversity.</i>
Identify each term over a 2 year timeframe and who is Leading each objective	Senior Leadership Team (SLT), Subject Leaders	SLT, HR, AC	SLT



<p style="text-align: center;"><b>Experience</b> <b>(Valuing People and Extending Boundaries)</b></p>
<p>Encourage all children to engage fully with the broader curriculum offer, through the use of resources, funds and Pupil Premium.</p> <p>Ensure vulnerable groups are represented in our Learning Outside the Classroom (LOtC)</p>
<p><i>Monitor and review uptake of vulnerable groups in extra-curricular offer. Encourage and provide support to enable all groups to have strong entitlement within our broader curriculum offer.</i></p>
<p>All staff</p>