

EQUALITY POLICY STATEMENT OF BROMPTON AND SAWDON

COMMUNITY PRIMARY SCHOOL: January 2022



Vision & Values

At Brompton and Sawdon Primary School we are committed to the inclusion of all pupils and community members. This includes equality of education and opportunity for all pupils, staff, parents and carers receiving services from our school, governors and other representatives who work with our school, irrespective of race, gender, disability, faith or religion or socio-economic background.

We therefore:

- Believe that diversity is a strength, which should be reflected and celebrated by all who learn, teach and visit Brompton and Sawdon Primary Primary School.
- At the same time we celebrate our own traditional families
- Tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes, creating an environment which champions respect for all.
- Provide an environment which enables every pupil to be safe and encourages health.
- Believe that every teacher is a teacher of every child or young person including those with Special Educational Needs or Disabilities (SEND).
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being.
- Enable every pupil to make a positive contribution to their school and community.
- Identify and respond to the diverse and individual needs of our community members.
- Identify and overcome potential barriers to learning.
- Set appropriate learning challenges for every pupil.
- Promote the development of staff to enable them to deliver an exciting, challenging and inclusive curriculum, whilst keeping abreast of local and national changes

1. Introduction

Under The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2017, schools are no longer required to publish an equality scheme or action plan. The statutory requirements are for governing bodies of all maintained schools and academies to:

- draw up and publish equality objectives every four years;
- annually publish information demonstrating how they are meeting the aims of the general public sector equality duty; and,
- draw up an accessibility plan and review this every three years.

It is still good practice, however, for schools to make a statement about the principles used to review the impact on equalities of its policies and procedures, to identify how it fulfils its specific duties to publish information and how specific objectives will be determined and measured.

2. The legal framework We welcome our duties under:

1. The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics.

2. The Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified, having due regard to:

- eliminating unlawful discrimination, harassment and victimisation;
- advancing equality of opportunity between people who share a protected characteristic and people who do not share it; and,
- fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

3.Guiding principles In fulfilling our statutory duties we are guided by seven principles:

Principle 1: All members of the school and wider community are of equal value

We see **all** members of the school and wider community of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, national origin or socio-economic circumstances;
- whatever their gender and sexual identity;
- whatever their religious or non-religious affiliation or background; and,
- whatever their age.

Principle 2: We recognise and respect people from all backgrounds

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which all people may face.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes, mutual respect and good relations towards all people
- positive interaction, good relations and dialogue between all groups and communities and those different from each other in terms of ethnicity, culture, religious affiliation, or national origin, and an absence of prejudice-related bullying and incidents;
- promote positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values

Policies and procedures should benefit **all** employees and potential employees, for example in recruitment and promotion, and in continuing professional development, regardless of their views and situation.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may possibly exist between any members of the school community.

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We will consult and involve anybody affected.

Principle 7: We feel that the community as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of all members of the community.

4. Practical application of these principles

In the light of the principles stated above, the following characteristics have been considered in order to identify practical objectives and plans of specific action:

- To promote cultural development and understanding through a rich range of experiences, both in and beyond the school.
- To tackle prejudice and promote understanding in relation to people with disabilities and those of differing races, beliefs or religions, sexual orientation, age or gender.
 - To ensure that all pupils are given similar opportunities with regards to afterschool clubs, activities and educational visits and experiences.
- To allow equal access to information for all parents, these objectives are published on the school's website.

5. The curriculum

We will actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the seven principles outlined above.

6. Training and development

We will ensure staff and governors are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

7. Ethos and organisation

We will ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment;
- pupils' and staff personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;
- staff and governor recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community;
- participation of groups in wider school activities; and,
- preparing all members of the learning community for living in and positively contributing to a diverse society.

8. Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- prejudices related to disability and special educational needs;
- prejudices related to racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum; and,
- prejudices reflecting sexism and homophobia. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We take seriously

our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

9. Roles and responsibilities

The governing body is responsible for ensuring that the school complies with current legislation, and that this policy statement and its related procedures and strategies are implemented. The Headteacher is responsible for implementing the policy statement; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. Senior members of staff have day-to-day responsibility for co-ordinating implementation of the policy statement. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom;
- challenge and deal with any prejudice-related incidents that may occur;
- identify and challenge bias and stereotyping in the curriculum;
- support pupils in their class for whom English is an additional language;
- keep up-to-date with equalities legislation relevant to their work; and,
- ensure that pupils have the opportunity to have their voices heard with regards to equality issues.

10. Information and resources

The content of this policy statement is shared regularly with all staff and governors and, as appropriate, to all pupils and parents and carers. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

11. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

12. Breaches of the policy statement

Breaches will be dealt with through the relevant policies and procedures, for example the grievance or disciplinary policy.

13. Monitoring and review

Quantitative and qualitative data will be collected relating to the implementation of this policy and adjustments made as appropriate. In particular, achievement data, broken down as appropriate according to special educational needs and disabilities, ethnicity, language, religious affiliation, national origin, gender and age (as appropriate) will be analysed and used to inform objectives.

We collect information on the effectiveness of our inclusive practice through the following channels:

- collection of data relating to progress and achievement in curriculum areas;
- incident records relating to: bullying; inappropriate behaviour (in class and at unstructured times); internal exclusions of pupils; short-term and permanent exclusions and discriminatory incident recording forms;
- evidence records from our regular programme of lesson observations
- the views and experiences of our pupils collected through our School Council, questionnaires and as part of our ongoing Personal Social and Health Education and Citizenship programmes.
- the views and experiences of our parents/carers collected through informal one-to-one discussions and through questionnaires and parent consultations and meetings.

- Feedback from support and specialist agencies actively involved within the school.

14. Publishing information on the school's public sector equality duty

This policy is available electronically on the school website or in hard copy on request at the school office.