



## **BROOKLAND INFANT AND NURSERY AND JUNIOR SCHOOL EQUALITY POLICY**

### Rationale:

It is the right of all members of our community to be included in all aspects of school life, have access to school information and participate in all activities.

All people have the fundamental right to be valued as individuals and have equal access to the best education with high-quality teaching and learning experiences in a stimulating and supportive environment, with equal access to school facilities, a fair school infrastructure and admissions policy.

We recognise that inequality of educational opportunity does exist and that certain groups and individuals may be discriminated against. We are strongly committed to positive action to remove and counter discrimination in all aspects of the school and its work. The school is aware of its duties under legislation to promote equality of opportunity and prevent discrimination.

We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to ethnicity, religion or belief, gender/sexual orientation, disability, nationality and socio-economic background.

### Aims:

- To ensure the ethos and environment of the school provides a friendly, supportive and secure atmosphere for all members of its community and where any form of harassment is unacceptable
- To ensure the organisation and administration of the school reflects and supports equality of opportunity
- To ensure that staff and children understand and respect diversity
- To ensure that racist and homophobic incidents are not tolerated, and are tackled whenever they occur
- To ensure the curriculum (overt and hidden) provides equal access for all pupils as appropriate to their ability, age, class, disability, ethnic heritage, gender and special educational needs
- To ensure classroom practice enables equal access and involvement

- To ensure all teaching materials reflect the school's commitment to providing equality of opportunity
- To value all types of diversity within the school community
- To take account of the unequal experiences children may have had and take positive action to redress any adverse balance
- To eliminate discrimination and harassment and promote positive attitudes towards diversity
- To monitor our progress and success on a regular basis

Roles and responsibilities:

**The governing body**

- To develop the equality policy and ensure the policy is maintained and reviewed. This is delegated to the safeguarding committee
- To delegate the day-to-day management of this policy to the headteacher

**The headteacher**

- To ensure that all school procedures, events and curriculum arrangements operate within the equality policy
- To communicate the policy to parents and carers through:
  - Newsletters
  - School website and prospectus
  - Parent meetings
- To make sure all staff know their responsibilities and receive training and support in carrying these out
- To take appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- To enable reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school

**The equal opportunities leader** (delegated to AHT in Juniors and the HT in the Infants)

- To provide advice for colleagues as to the implementation of the policy and procedures, including arranging INSET
- To monitor the curriculum offered to each year group and ensure activities reflect the policy
- To analyse assessment and tracking data to ascertain progress of individuals, classes, year groups and targeted groups
- To ensure that appropriate resources that support equal opportunities are maintained and extended
- To liaise with other curriculum subject leaders to ensure appropriate equal opportunities aspects are included in the curriculum

**Curriculum leaders**

- To ensure that equality is included within their area of learning

**Class teachers and support staff**

- To plan and teach with due regard to equality
- To foster good relations between groups
- To deal with prejudice-related incidents

- To be able to recognise and tackle bias and stereotyping
- To take up training and learning opportunities.

### Monitoring, evaluation and review

The governing body and headteacher, SMT, subject leaders and class teachers regularly monitor and evaluate the success of our equalities policy by:

- discussing individual and group targets for reading, writing, mathematics and science to ensure high expectations of all groups of children and plan appropriate interventions if any groups or individuals do not make at least expected progress
- sampling children's work
- regularly observing lessons or undertaking learning walks, viewing children's work and commenting upon record keeping
- talking to children and their parents and carers about their learning and progress
- analysing incidents recorded in the incident log, identifying trends and enacting staff development and procedures to combat further incidents

### INSET and Staff development

The importance of staff awareness to the dangers of having preconceived expectations of people based on stereotypes are discussed during staff training, and we endeavour to approach all members of our community fairly and consistently. Staff are expected to have a high commitment to our equality policy and are required to utilise professional development opportunities to increase their awareness, knowledge, understanding and skills in all aspects of equal opportunities. This equalities policy forms an integral part of the staff induction programme that is available to all newly appointed staff.

The CPD leader, together with the senior leadership team, plans our termly INSET. INSET needs are identified in the school improvement plan. The INSET plan is subject to review at the beginning of each term to ensure it meets the needs of the school, as identified through the monitoring and evaluation process.

All staff are given equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

### **Public Sector Equality Duty**

*Below further outlines how Brookland Infant and Nursery and Junior School follows the public sector equality duty:*

#### **1) *Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited under the Equality Act 2010***

*Having a policy which promotes positive and appropriate behaviour;*

- *Having clear, agreed procedures for dealing with prejudice related bullying incidents;*
- *Having a nominated member of staff to champion Anti-Bullying*
- *Keeping records of prejudice-related incidents and, if requested, providing a report about the numbers, types and seriousness of prejudice-related incidents and how they are dealt with.*
- *Ensuring that harassment and bullying is countered and challenged throughout the school, irrespective of whether it involves children or adults.*
- *Promoting Brookland School Values and British Values*

- *Creating a school culture and ethos of respect and tolerance via assemblies, thinking books (Juniors), PSHE, SMSC*

**2) Advancing equality of opportunity** – *between people who share a protected characteristic and people who do not*

- *Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)*
- *Taking steps to meet the particular needs of people who have a particular characteristic*
  - *Encouraging people who have a particular characteristic to participate fully in any activities*

*In fulfilling this aspect of the duty, the school will:*

- *Internally analyse and review data each academic year to identify how pupils with different characteristics are performing*
- *Analyse the above data to determine strengths and areas for improvement, implement actions in response in line with school development aims*
- *Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)*
- *Be vigilant and proactive when dealing with any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils*

**3) Fostering good relations** *between people who share a protected characteristic and those who do not*

- *Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures*
- *Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute*
- *Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community*
- *Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school assemblies, working party groups, school council has representatives from different year groups and is formed of pupils from a range of backgrounds.*

*All pupils are encouraged to participate in the school's activities, such as sports clubs.*

- *We also work with parents to promote knowledge and understanding of different cultures*
- *Promoting and celebrating Brookland values and British values*
- *P4C and thinking time lessons (Juniors)*
- *Pupil voice groups (whole school meeting (Juniors) and Pupil Voice meetings (Infants), school council)*
- *Whole school assemblies, focus weeks and days (Refugee Week (Juniors), Black History Month, LGBTQ days (Juniors), Termly Inclusion days (Infants))*

**4) Consulting and involving those affected by inequality** *(parents, staff, pupils and local community)*

- *The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.*
- *The governing body acts as a layer of accountability to protect and promote the needs to those affected by inequality*
- *The school surveys parents at least annually*
- *The school surveys pupils (biannually)*
- *The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act. For example whole school meetings involving all pupils termly(Juniors) and termly Child Voice meetings (Infants).*
- *Parental consultation evenings*
- *Support plan meetings*
- *SENCO/Inclusion Leader meetings with parents*
- *Residential PGL meetings (Juniors)/Moat Mount residential (Infants)*
- *Meet the teacher evening*
- *School Newsletter*
- *Pupils voice meetings (whole school meeting (Juniors), Child's Voice meetings (Infants), school council etc.)*
- *Pupil premium lead, SENCO and wellbeing leads all work closely with families to make sure they have a voice.*

#### Publication and review

This document fulfils statutory requirements under the terms of legislation. As it is a public document, it is made available to parents through the school website and hard copies can be requested through the school office.