



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 (see equalities objectives document).

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

Our Legal Duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED)

Our organisation is fully committed to meeting its statutory obligations under the Equality Act 2010 and the Public Sector Equality Duty (PSED). We recognise that these legal frameworks are central to creating an inclusive, safe, and fair environment where leadership, operational practices, and community engagement actively promote equality and prevent discrimination.

The Equality Act 2010

The Equality Act 2010 provides the legal framework that protects all members of our community—including service users, staff, parents, and visitors—from unlawful discrimination, harassment, and victimisation. We actively protect individuals across all relevant **protected characteristics**:

- Age (*applies to staff/adults only*)
- Disability
- Gender reassignment
- Marriage and civil partnership (*applies to staff/adults only*)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Public Sector Equality Duty (PSED)

As a public body, we go beyond reacting to instances of discrimination. Under Section 149 of the Equality Act, we integrate the Public Sector Equality Duty (PSED) into our daily operations, culture, and strategic decision-making. We give "due regard" to the three core aims of the general duty:

1. **Eliminate unlawful discrimination**, harassment, and victimisation.
2. **Advance equality of opportunity** by removing disadvantages, meeting specific needs (including making reasonable adjustments for disabled individuals), and encouraging full participation.
3. **Foster good relations** across our community by tackling prejudice, promoting understanding, and teaching respect for diversity.

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 appropriate member of staff)

- 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, 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.

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. This policy will be reviewed every 4 years by the safeguarding committee.