

Brookfield Whole School Equality Policy



School Vision and Values

Brookfield Primary School's Vision:

At Brookfield we take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well. We challenge all children to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and enriched curriculum.

Our students are given time to explore subjects and develop deep understanding. We celebrate perseverance, resilience and risk taking, ensuring children welcome challenge and are not frightened to make mistakes. We encourage children to take ownership of and responsibility for their learning, so they have the confidence and curiosity to ask questions, solve problems and respond to quality feedback. Children are praised for hard work, determination and having a positive attitude.

In order to create an inclusive school where everyone can flourish, whatever their background, we promote an ethos of respect and empathy, where diversity is valued and celebrated – both within school and the wider world. Safeguarding and welfare is extremely important and pupils are taught the virtues of kindness, appreciation and what it means to be courageous. Special care is taken to educate everyone in the Brookfield community about the needs of others and how best to meet them. We foster open and honest communication with parents, carers and specialists and actively seek to engage with all members of the Brookfield community in a positive and supportive manner.

High quality teaching is a key priority at Brookfield and the relationship between staff and children underpins inspirational, supportive and effective teaching and learning. Staff are actively involved in identifying their support and training needs and this leads to careers with clear progression. We ensure that there is a wide range of quality training available and that staff are able to learn from each other and share good practice.

It is our aim for all children to leave Brookfield as independent learners with self-belief and an abiding respect for others. We aim to instil a lifelong love for learning and a strong grounding for future success.

Brookfield Primary School's Core Values:

We promote achievement by:

Holding the highest expectations for all

Striving for every child to make the very best possible progress

Being restless in our pursuit of excellence

We develop as confident and independent learners by:

Providing learning which excites passion and curiosity.

Embracing challenge and not giving up

Trying our best without fear of failure

Speaking knowledgeably about our strengths and areas of improvement

We value supportive and positive relationships by:

Bringing out the best in each other

Showing pride in one another's achievements

Creating strong partnerships between home, school and the wider community

We appreciate others by:

Valuing and respecting the rights of others

Making sure everybody feels listened to

Promoting good manners and caring attitudes

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The Public Sector Equality Duty or "general duty"

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two "specific duties"

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty by April 6th 2012
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

This policy was developed by the Equality Working Group in consultation with the local authority, governors, parents and carers. It is part of our commitment to promoting equalities and providing an inclusive school.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Links to other policies

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self evaluation review, the school prospectus, school web site and newsletters.

Guiding Principles

In fulfilling the legal obligations cited above, we are guided by 9 key principles:

Principle 1: All learners are of equal value. We must make sure that all pupils feel that they belong to the school, that they are known and respected. We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

Principle 2: We recognise, respect and value difference and understand that diversity is a strength. Our policies, procedures and activities will take account of differences of life-experience, outlook and background, and strive to remove barriers and disadvantages which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity

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 towards disabled people, good relations between disabled and non-disabled people, and with an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: we observe good equalities practice in staff recruitment, retention and development. We ensure that policies and procedures should benefit all employees and

potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or
- National status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: we aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious background
- Both women and men, and girls and boys
- Gay people as well as straight

Principle 7: the local community and society as a whole should benefit. We intend that our policies and activities should benefit the Camden Community and society as a whole, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Gay people as well as straight

Principle 8: we have the highest expectations that all our children can make good progress and achieve to their highest potential – we avoid language that runs the risk of placing a ceiling on their achievement or that seeks to define their potential as learners, such as “less able”.

Principle 9: we know that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school. When we get support and challenge the right for the most vulnerable pupils, all pupils benefit.

PRINCIPLES IN ACTION

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.

We will monitor key outcomes of different groups of pupils and we will use this data to support school improvement.

We will tackle discrimination by the positive promotion of equality and by creating an environment which champions respect for all.

At Brookfield School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

As well as the specific actions set out in the Equalities Plan/School Improvement plan 2011-14, the school promotes inclusion and equality of opportunity in its day to day practice in the following ways.

Curriculum, teaching and Learning

We are aware that the EA focuses on the delivery of the curriculum not its content.

We make a commitment to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Collect reliable and timely data, monitor progress and standards for different groups and take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills;
- Ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary;
- Prepare our pupils for life in a diverse society;
- Ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils
- Use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping;
- Promote a whole school ethos and values that will challenge prejudice based discriminatory language, attitudes and behaviour;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;

Admissions

Nursery admissions - The school and governors to amend policy as necessary to reflect recent changes to Local Authority funding arrangements and to build in equality safeguards

Behaviour, Exclusions and Attendance

The school behaviour policy takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

Publishing Information

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

Roles and responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year. Staff will receive a certificate of attendance.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff.

- We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Disseminating the policy

- To staff through INSET and induction procedures
- To the parents/carers and wider community through the newsletter and website

Brookfield Primary School – Disability Equality Scheme Action Plan 2017-2018

Target What are we aiming to achieve	Steps What needs to happen to reach the target	Resources and lead person	Timescale When do we aim to reach the target	Review and Monitoring	Impact
Raise the attainment of Pupil Premium children, with a focus of raising attainment of children on FSM (2016 Data Dashboard).	<ul style="list-style-type: none"> • Analyse data on achievement • Focus resources (including pupil premium) on raising attainment of Pupil Premium children • Plan and deliver effective interventions on an individualised basis through 1:1, small group and whole class interventions • 'Skills for life project' 	AHT Pupil Premium	Long Term	Review Annually	
Improve attendance (target 95% +) figures for Pupil Premium children and children with SEND, with an initial focus on improving attendance for children on FSM and children with EHCP/Statements (2016 data dashboard)	<ul style="list-style-type: none"> • Close monitoring of attendance and punctuality figures • Use of positive strategies such as high profile in assemblies, newsletters etc • First day calling on absence • 1:1 meetings with parents of children with poor attendance • Use of EWO, fining as appropriate 	Head	Long Term	Review Annually	
Increase rates of progress for children with SEND.	<ul style="list-style-type: none"> • SLT to attend PPR Meetings and respond to needs identified though effective deployment of resources and interventions. • Termly SEND Planning meetings led be SENDCo • Annual provision map for whole school, updated termly • IEPs and provision maps sent home 	AHT Inclusion	Long Term	Review termly	

	termly				
Provide CPD opportunities and INSET for staff on Quality First Teaching and differentiation to enable teachers to feel confident in meeting the needs of all learners.	<ul style="list-style-type: none"> • Encourage all staff to take up CPD opportunities • Provide high quality INSET to all staff • Provide lesson observation feedback to teachers termly • Phase leaders to model outstanding lessons weekly 	SLT	Short Term	Review termly	
Communicate regularly with the parents of EAL, PP and SEND children.	<ul style="list-style-type: none"> • Increase attendance of parents at Open Evenings, class trips, assemblies/productions and school events • Teachers to communicate regularly with parents in person, via email/phone and letters. • Phase leaders to support teachers in communicating with hard to reach parents 	SLT Phase Leaders Teachers	Short Term	Review termly	
Continue to reduce incidents of serious poor behaviour and respond quickly to any allegations of bullying.	<ul style="list-style-type: none"> • Use of positive approaches to improving behaviour: praise in assemblies, rewards, house points • 'Skills for life' • Careful monitoring of behaviour with stepped responses • CPD • Quick response from SLT after allegations of bullying 	SLT	Long Term	Review Annually	