



## **Brookfield Primary Equalities Policy**

**Policy created by: Faye Winslade**

**Date: 1/9/21**

**Date of renewal: 1/9/25**

### **Introduction**

Brookfield Primary School is an inclusive school where we inspire the best in everyone through achievement, kindness and responsibility. At Brookfield we have a highly diverse mix of pupils and families who make up our community: 21% pupil premium (slightly higher than the national average) and 15% SEND (in line with the national average). Our children come from a diverse socio-economic background from severe deprivation to high-income families; bridging the gap between these groups is a challenge and a key focus for our school. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. At Brookfield we make the most of our unique location, with parks and the Heath on our doorstep. Our children develop an appreciation of nature through learning and playing outdoors from Nursery all the way to Year 6. By taking away the walls of the classroom and the barriers to learning that some children face at school, we aim to enhance children's wellbeing and increase equity to those who may not have access to these outdoor learning opportunities.

### **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 on the basis of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

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

Additionally, there are two “specific duties”. They require all public organisations, including the school to

1. Publish information to show compliance with the Equality Duty
2. Publish equality objectives at least every 4 years which are specific and measurable

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.

### **Equality Objectives**

Under the Public Sector Equalities Duty, the school must prepare and publish equality objectives, updating these at least once every 4 years. The objectives which we have identified represent our school’s priorities and are the outcome of a careful analysis of data and other evidence. It also takes into account national and local priorities and issues. The objectives are as follows:

- In the Early Years Foundation Setting (EYFS), to increase the number of boys reaching GLD and in year 1, to increase the number of boys reaching year 1 expectations in reading, writing and maths.
- In years 2 and 3, to increase the number of children writing at greater depth with a focus on: girls, disadvantaged and mixed ethnicity in accelerating progress.
- In year 6, to increase the % of disadvantaged children attaining the expected standard in reading to increase the % of boys attaining Reading, Writing and maths.
- Identifying gaps from Summer assessment, with a particular focus on the intersectionality of pupil premium/mobile pupil premium, Special Educational Needs (SEND) and English as an Additional Language (EAL).
- To support children with complex SEND and behavioural challenges through whole class forest school and Trauma Informed Practice. This will result in progress in attainment, attendance and fewer internal exclusions.
- To inspire, motivate and increase engagement of black and minority ethnic backgrounds through the redesigning of the curriculum.
- To embed the ethos of our work with ‘Lifting Limits’ into the new curriculum: training staff in language, use of gender stereotypes and challenging gender stereotypes in lessons and assemblies.

- To encourage a greater diversity of our parent population into school e.g. coffee mornings, training and workshops.
- To seek diversity and equality in the governing body, teaching staff and Senior Leadership Team (SLT).

### **Advancing equality of opportunity between different groups**

- 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
- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. For example, we have recently trained staff in adopting a 'maths mastery' approach to their teaching- this ensures that no child is left behind in a maths lessons ensuring a deeper, long-term and secure understanding of maths, which we know will benefit our key focus groups.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings as well as a full time Special Educational Needs Coordinator (SENDCO) to identify any emerging needs.
- We collect data and monitor progress and outcomes of different groups of pupils:
  - *Bangladeshi*
  - *Black British*
  - *Black African*
  - *Congolese*
  - *Somali*
  - *White British FSM and non-FSM*
  - *White other*
  - *Asian*
  - *Black Caribbean*
  - *Free School Meals*
  - *EAL*
  - *All SEN*
  - *Looked after Children*
  - *Refugee*

We use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

- We avoid language that runs the risk of placing a ceiling on any pupil' achievement or that seek to define their potential as learners, such as less able.

### **Fostering good relations**

We promote good relations between different pupil groups in our school community:

- All parents and carers of children with SEND are invited to attend a termly meeting with the school SENDCO and class teacher to review support in place at school. Additional meetings take place throughout the school year when required.
- Coffee mornings are held each term which all parents are invited to. Topics have included: mental health and wellbeing, anxiety and reading with your child.
- International evening is held bi-annually to celebrate our diverse population at school.
- Whilst Black history is embedded into our new curriculum, we also celebrate Black history month every year.
- We invite a diverse range of speakers from the local area as part of our work on the new curriculum and celebrating diversity.

### **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. Governors and Senior Leadership Team (SLT) review this data termly and take action to reduce incidents.

### **Training**

Brookfield is committed to equalities and this is reflected in our policies for staff, including our policies for staff conduct, discipline and grievance.

We 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 each school year. Annually, whole school training is carried out around the Equalities Policies and staff's views on the schools targets are discussed and used to adapt our policy.

In addition to this, we also ensure that we are providing training that continues to improve our commitment to ensuring equality and equity in our school community. For example, this summer staff have received training from 'The Black Curriculum' covering: racial literacy, decolonising pedagogy and curriculum, language use and more.

Brookfield is also a Trauma Informed School: supporting those who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. This is at the centre of our behavioural approach and staff are trained regularly throughout the year.

### Impact of the school's actions

The following table sets out the impact of the actions outlined under: **Equality Objectives. These are updated annually.**

Areas in which we have improved outcomes for pupils or students with protected characteristics	School's actions	Impact: reviewed July 2021
e.g. increased attainment for Reading, Writing and maths for key focus groups e.g., <i>Mobile Pupil Premium Pupil premium, black Somali boys.</i>	Year 6- conferencing time in literacy for teachers to work with disadvantaged groups of children- using Pupil premium funding.	Due to Covid, this stopped prematurely, however our most vulnerable groups of children were invited to lock down school and taught, in most cases, by their class teacher. Teachers will continue to be trained in Maths Mastery and the impact of this will be analysed. The summer 2021 data will be used to inform Pupil Progress Review meetings in September 21.
To use 'Trauma Informed Practise Training' to support children with complex SEND and social and emotional need, which will result in: improved attainment, attendance and fewer internal exclusions.	Trauma Informed Practice training  Forest school sessions	TIPC training- has been hugely beneficial in supporting teachers with children in the class who have high behavioural needs. Used to re-write our school behavioural policy.  Forest school- had to close due to covid but we have been able to continue sessions for PP and vulnerable children who were invited back to school during lockdown. We will be developing our nurture group offer in September 21.
To inspire, motivate and increase engagement of black and minority ethnic backgrounds through the redesigning of our school curriculum.	Redesigning of school curriculum who a focus on incorporating	This was postponed due to lock down but launched this summer. Children have been engaged with topics and staff have felt much more confident in delivering lessons after

	<p>black history units throughout the year as well as including a much more diverse range of literacy texts, diverse figures in science, history etc.</p> <p>Teachers also received training from 'The Black Curriculum' in language and racial literacy.</p>	<p>training. Evaluating the impact of the curriculum will happen in the next academic year: 21/22</p>
--	---	---

### Roles and Responsibilities

We expect all members of the school community to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

- **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 been assigned to be the governor responsible for detailed monitoring of this policy and equalities as a whole.
- **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.
- **SENDCO**  
School SENDCO has responsibility for assessing, planning and monitoring the progress of children with special educational needs and disabilities. They are actively involved in reviewing the policy and organising relevant training for staff.
- **Teaching and Support Staff**  
All teaching and support staff will take account of this policy as part of their general duties.
- **Parents, carers and other 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.

### Monitoring and reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate.