

Equal Opportunities Policy



BROOKLANDS PRIMARY SCHOOL

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Introduction

The public sector equality duty (PSED) requires schools to:

- Publish information to demonstrate how they are complying with the PSED – schools must update this published information at least every year
- Prepare and publish equality objectives – schools must update these objectives at least once every 4 years

The public sector equality duty was introduced by the Equality Act 2010 and applies to all schools, including maintained schools, academies, independent schools, maintained nursery schools, and maintained and non-maintained special schools.

In Autumn 2021 the FHT has invested into Global Equality Collective. This allows the organisation and the school to audit themselves and generate an action plan to help become a more inclusive place to work. This APP also provides staff with a bank of resources to support their teaching and work.

Aims

- Brooklands Primary School aims to meet its obligations under the public sector equality duty by having due regard to the need to:
- Ensure the schools ethos of Safe, Kind and Proud permeates throughout all we do
- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- Ensure that all stakeholders have equal access to education, resources and feedback ensuring progress

Legislation

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools. This document also complies with our funding agreement and articles of association.

Roles and Responsibilities

At Brooklands Primary School the governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Nominate a link equality Governor – currently recruiting additional governors
- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Ensure that the curriculum promotes diversity and equal opportunities
- Nominate a lead staff member for Equality

The designated member of staff for equality will be the SENDCO – currently Sarah House. Their role will be to:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary
- Support staff in delivering an equitable curriculum for all

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in the appendix.

Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually. The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular protected characteristic including: **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.**
- Taking steps to meet the particular needs of people who have a particular characteristic e.g. enabling Muslim pupils to pray at prescribed times, helping families to observe religious festivals
- Encouraging people who have a particular characteristic to participate fully in any activities e.g. encouraging all pupils to be involved in the full range of school activities

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Ensuring Good Relationships in School

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- 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
- Using Crew time to explore issues in depth and take positive action
- 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, outside of school or online.
- Use of 1:1, small group and class based activities to ensure adequate time and attention is given to exploring issues.
- All pupils are encouraged to participate in the school's activities, such as sports clubs.
- Work with parents to promote knowledge and understanding of different cultures

Decision Making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Would prohibit or restrict the observance of religious holidays or rituals
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record, shown in the risk assessments for trips which show we have actively considered our equality duties and asked ourselves relevant questions. The record is completed by the member of staff organising the trip or activity. This is stored on Evolve and a copy is given to the Evolve lead in school.

Dealing with Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. Parents should follow the normal complaints procedure if they are unhappy with their child's provision, a copy of which can be found on the school's website – www.brooklands.derbyshire.sch.uk or by contacting the school office.

This policy and the following objectives will be reviewed at least every three years.

Aim	Action	Monitoring	Impact
To improve the attendance of pupils with SEND / medical needs and disadvantaged pupils	<ul style="list-style-type: none"> • Conduct regular attendance analysis • parental surveys 	<ul style="list-style-type: none"> • Attendance tracking half termly <p>New attendance policy November 2021</p>	
To raise levels of attainment for SEND pupils	<ul style="list-style-type: none"> • Provision maps in place • Timely reviews • Aspirational targets set • All about me profiles 	<ul style="list-style-type: none"> • PPRs • Class based tests • Data drops • Review meetings 	
To reduce levels of exclusion for SEND pupils	<ul style="list-style-type: none"> • Nurture provision • Appropriate sensory intervention • Provision mapping meeting children's primary need • ASD / ADHD specific training. 	<ul style="list-style-type: none"> • Boxall profiles • Half termly tracking • SENDCO time – provision mapping and practice 	
To raise levels of attainment for vulnerable learners – disadvantaged by COVID lockdown / disadvantaged pupils / SEND pupils	<ul style="list-style-type: none"> • ARE interventions planned and delivered • GD interventions planned and delivered • Access to technology for home learning • Gaps identified and planned for 	<ul style="list-style-type: none"> • PPRs • Class based tests • Data drops 	
Promote understanding and respect for differences	<ul style="list-style-type: none"> • Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity. • Use collective worship as an opportunity to celebrate world-wide festivals • Crew time to explore diversity • Big Question assemblies • Childrens Government 	<ul style="list-style-type: none"> • Pupil voice • Childrens Government 	
Train all members of staff and governors in equality requirements	<ul style="list-style-type: none"> • Staff SEND training • Governor recruitment and selection training • Staff / governor LGBTQ+ training • Anti-bullying training • Mental health specific training 	<ul style="list-style-type: none"> • Training logs • Staff meeting minutes • Certificates 	
Through curriculum opportunities and wider school life the school will promote positive attitudes towards people of colour.	<ul style="list-style-type: none"> • Staff training • Updates to curriculum to study Black / ethnic leaders • Crew time to discuss Black lives matter issues • Assemblies • Black history month • GEC 	<ul style="list-style-type: none"> • Pupil voice • Crew time feedback • Curriculum outcomes • 	