



The Brook



EQUALITY POLICY

Why we have developed this Equality Policy

This Equality Policy for The Brook brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and as an Rights Respecting School, we note the rights set out in the UN Convention on the Rights of the Child.

We aim for our Equality Policy to be inclusive of our whole school community - pupils/students, staff, parents/carers, visitors and partner agencies and for these to be actively involved in the process through our action plan.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes. Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We have designed a vision incorporating members of our school community and we have developed a strong PSHCE curriculum based on rights respecting schools.

Our Brook Vision:

- We create a sense of belonging within a fair and trusting community.
- We provide a safe, secure, creative and inspiring learning environment that encourages a sense of wonder, adventure and achievement.
- We nurture life-long friendships and passion for learning.
- We respect each others rights in order to develop responsible global citizens.
- We promote individuality, excellence and enjoyment enabling everyone to fulfil their potential.

'Learning with Love and Laughter'

At the Brook we:

- Respect everyone's unique talents
- Work together as a team
- Believe in our dreams
- Show each other we care
- Stand up for what we believe in
- Aspire to do the right thing
- Stimulate creative thinking
- Give everyone a voice
- Encourage everyone to think for themselves

We aim to actively seek out opportunities to embrace the following key concepts through our vision, ethos and curriculum:

- **Shared Humanity** - Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- **Valuing difference and diversity** - We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- **Interdependence, interaction and influence** - We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
- **Social cohesion within our school and within our local community**
- **Excellence** - We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere.
- **Personal and cultural identity** - We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- **Fairness and social justice** - We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

Our vision statement about Equality

The Brook seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and aim to involve the whole school community in the process in order to ensure better outcomes for all.

They are also guided by the United Nations Convention on the Rights of the Child.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school and nursery
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework access to school facilities

- activities to enrich the curriculum, for example, a visitor to the school or a visit to a place of interest
- school sports
- employees' and staff welfare

Procedures:

We recognise that the actions resulting from a policy are what make a difference. We will draw up an annual action plan which will become part of our School Development Plan.

We will keep each curriculum area and all aspects of learning under review in order to ensure that teaching and learning reflects our vision statement about equality.

We use quantitative and qualitative data relating to the implementation of this policy, and take action as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity and gender.

Prejudice-related incidents will be identified as such when anyone involved with the incident feels that it is motivated by prejudice. All such incidents are referred to the Headteacher, whose role it is to assess, record and deal with all incidents. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

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 will ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents. All staff and governors will have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

We will 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.

We will ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- Learners' progress, attainment and assessment
- Learners' personal development, welfare and wellbeing
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

The roles and responsibilities within our school community

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy.
- oversee the effective implementation of the policy.
- ensure staff have access to training which helps to implement the policy.
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information.
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it.
- Complete reports termly to WSCC.

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy.
- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP).
- support the headteacher in implementing any actions necessary.

- engage with parents and partner agencies about the policy.
- evaluate and review the policy annually and the objectives every 4 years.

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this policy.
- provide a lead in the dissemination of information relating to the policy.
- with the Headteacher, provide advice/support in dealing with any incidents/issues.
- assist in implementing reviews of this policy as detailed in the SIP.

Our pupils/students will:

- be involved in the development of the policy and will understand how it relates to them, appropriate to age and ability.
- be expected to act in accordance with the policy.
- be encouraged to actively support the policy.

Our parents/carers will:

- have access to the policy through a range of different media appropriate to their requirements.
- be encouraged to actively support the policy.
- be encouraged to attend any relevant meetings and activities related to the policy.
- be informed of any incident related to this policy which could directly affect their child.

Our school staff will:

- be involved in the development of the policy.
- be fully aware of the Equality Policy and how it relates to them.
- understand that this is a whole school issue and support the Equality Policy.
- make known any queries or training requirements.

Relevant voluntary or community groups and partner agencies will:

- Be encouraged to support the policy.
- Be encouraged to attend any relevant meetings and activities related to the policy.

How we developed our Policy - Participation and Involvement

The implementation and review of this policy and action plan will involve the whole of our school community. We will involve and listen to what they have to say, including people from broad and diverse backgrounds and of different abilities (where possible), taking account of all the protected characteristics listed under the Equality Act 2010

- Our pupils/students
- Our staff
- Our school governors
- Parents/carers
- Minority, marginalised and potentially vulnerable groups
- Our partners in the community
- Ongoing:

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character.

See Department of Education website for further guidance on this:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Our staff team will undertake training to help them understand their equality duties/and or the differing needs of protected groups within our school community.

We have mechanisms in place to identify areas for development.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice -based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Implementation, monitoring and reviewing

This policy was published in November 2012 and is reviewed annually. It is actively promoted and disseminated. It is published on our school website and discussed on our newsletter. Staff receive a copy of this policy. It is discussed in both school council and RRS group meetings.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Equality Objectives

As a result of this policy, we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. Our aim is to now develop these with our whole school community. These will be reviewed every 4 years.

Adopted 2012

Reviewed Annually - September 2018

Next review - September 2019