

Broughton Fields Primary School



Equality, Diversity & Accessibility Policy & Plan

September 2020

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1. School Vision

Our School vision is, "Learning Together: To be a caring community, committed to lifelong learning." This is underpinned by us being a values school. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, gender identity, disability, religion and belief, or socio-economic background. 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.

The achievement of pupils is monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Broughton Fields, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Mainstreaming equality into policy and practice:

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning:

We aim to provide all our pupils the opportunity to succeed through inspirational Christian focused teaching. To do this we will:

- a. Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- b. Monitor achievement data by ethnicity, gender and disability and action any gaps;
- c. Take into account achievement of all pupils and prepare them for life in a diverse society;
- d. Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- e. Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- f. Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- g. Seek to involve all parents in supporting their child's education;
- h. Encouraging classroom and staffroom discussions of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- i. Including teaching and classroom based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils and wider school community.

Admissions and exclusions:

Our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability or socio economic factors. Exclusions will always be based on the school's behaviour policy.

3. Equal opportunities for staff:

This section deals with the aspects of equal opportunities relating to staff at Broughton Fields Primary School. 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. However we are

concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community. This also aligns with our values policy and work.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. This is also reflected in our teaching and support staff appraisal policies and in our safer recruitment practices. Equality aspects are considered when appointing staff to ensure decisions are free from discrimination.

Actions to ensure this is met include:

- ✓ Monitoring of recruitment and retention including bullying / harassment
- ✓ Use of a wellbeing policy
- ✓ Continuing professional development opportunities for all staff
- ✓ Governors and senior leadership team to ensure equality of opportunity for all
- ✓ Further information on appraisal may be found in the support staff and teacher appraisal policies accordingly.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Disability Equality Duty (2005), Equality Act (2006) and the Equality Act (2010).

Public Sector Equality Duty

Under the Equality Act 2010, it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of a 'protected characteristic.'

The protected characteristics are:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender identity
- Pregnancy or maternity

A person's age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not however apply to pupils, and so the school is free to arrange pupils in classes based on their age group with materials appropriate to them.

The Equality Act 2010 introduced a single Public Sector Equality Duty which applies to public bodies, school including both LA maintained and Academies. The school must have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act
- Advance equality and opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

4a. Race Equality

The definition of race includes colour, nationality and ethnic or national origins.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every two years.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender identity;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every two years.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from Parents' evening and other informal parent consultations.
- Input from staff surveys or through staff meetings / INSET;
- Feedback from PSHE lessons and pupil voice;
- Issues raised in annual reviews or reviews of progress on SEND Plans/Education Health Care Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

6. Roles and Responsibilities

The role of Governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on protected characteristics.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of protected characteristics.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability, gender, gender identity, religion and belief or the fact that they are pregnant or are undergoing gender reassignment.

The role of the Head teacher

It is the Head teacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.

It is the Head teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

The Head teacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The Head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The Head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and objectives.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head teacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment or victimisation on account of race, gender, disability or sexual orientation, gender identity or pregnancy is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Staff and governors should be aware of both direct and indirect discrimination and understand the differences.

Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.

Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Head teacher where necessary. All incidents are reported to the Head teacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person"

Victimisation occurs when a person is treated less favourably, than they otherwise would have been because of something they have done ("a prohibited act") in connection with the Act. Eg. Making an allegation of discrimination.

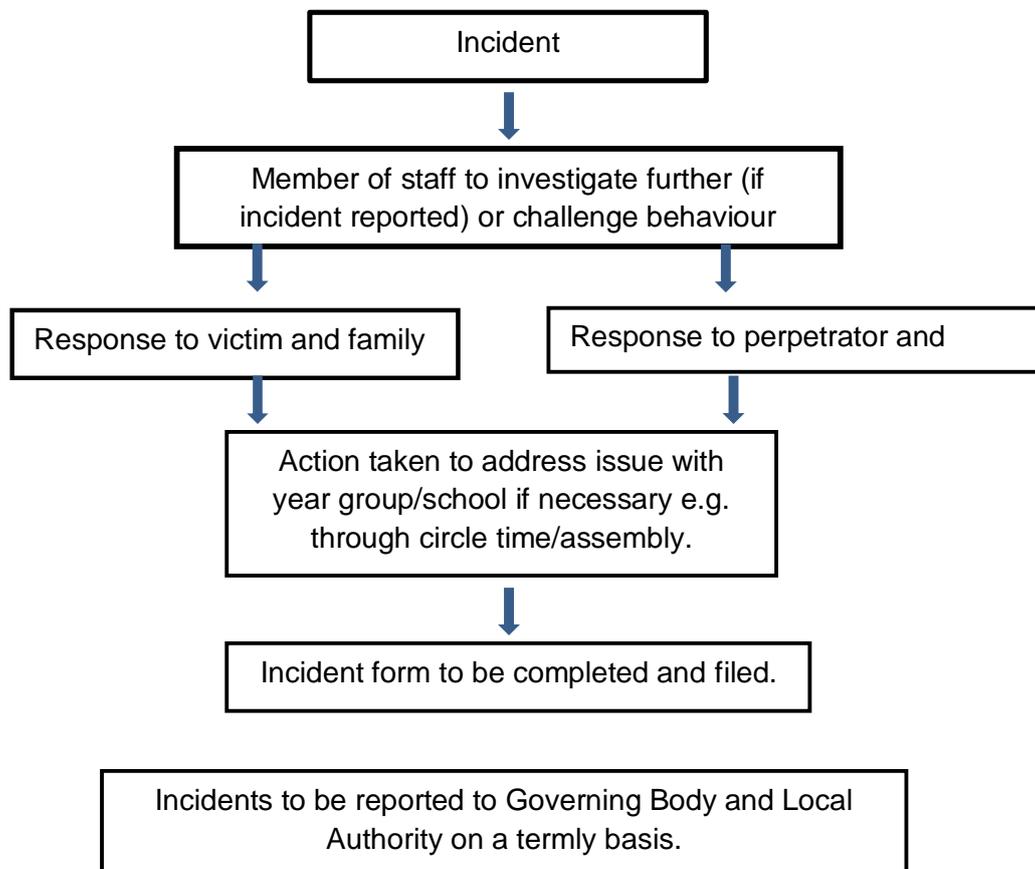
Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic, biphobic, transphobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic, biphobic, transphobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents



8. Review of progress and impact

The objectives have been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality objectives annually and review the entire plan and accompanying action plan on a two year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the objectives and demonstrating compliance

In order to meet the statutory requirements to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will:

Publish our information and objectives on the school website;
Raise awareness of the objectives through the school newsletter, assemblies, staff meetings and other communications;

Make sure hard copies are available.

Objective	Actions	Who will be involved	Success Criteria
Improving outcomes for pupils with SEND	Monitor quality of provision. Secure process of interventions / class practice. Further develop role of SEND Plans/EHCP's and Advisory teams.	Senior Leaders, SENDCo , External agencies / LA advisory team, Class Teachers	Progress for SEND pupils is monitored and evidenced through our assessment packages, individual tests and case studies.

<p>Develop social and emotional wellbeing.</p>	<p>Staff are trained and confident to deliver the Jigsaw Programme.</p> <p>Mental Health resources, strategies and awareness is regularly delivered through training, meetings and advice from Jo Garvey.</p> <p>Pupils with or at risk of wellbeing needs are identified in a new specific area on Behaviour Watch, to be monitored regularly by Safeguarding Team.</p>	<p>Children and Families Officer PSHE Subject leader Senior leaders All staff</p>	<p>Pupils' emotional literacy is developed to enable them to understand a broader range of emotions, associated physical feelings and a range of strategies to help them to respond appropriately.</p> <p>Pupils know a range of strategies and resources that they can use/access to explore their emotions. Pupils are encouraged to identify an adult in school that they can speak with.</p> <p>Pupils can articulate a range of emotions and associated physical feelings.</p> <p>Incidents are rapidly and successfully addressed.</p>
<p>To provide small group and 1:1 support to identified pupils with sensory, emotional, attachment difficulties.</p>	<p>These groups to be set up in response to recordings of concern on Behaviour Watch or through direct concerns from children or families.</p>	<p>Children and Families Officer</p>	<p>As above</p>
<p>Develop teaching and learning within PSHE and the entire curriculum to reflect positively equality and diversity.</p>	<p>Deliver Jigsaw PHSE teaching across the whole school.</p>	<p>Class Teachers PSHE Subject leader</p>	<p>Consistent high level of PHSE and cross curricular teaching from which children show high levels of tolerance for all.</p> <p>Levels of recordable incidents drop.</p>
<p>Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested. All school information available for all who request it.</p>	<p>Review current publications and expand accessibility where possible. Highlight Google Translate facility on our website.</p>	<p>SLT Office Staff</p>	<p>Delivery of school information to parents and the local community improved</p>

Offering Before and After School Care to selected children in need.	Extend the capacity of the Clubs to allow greater amount of children to attend.	SLT	Those in specific need can be offered additional care when it is highlighted to us.
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation	SLT	Full participation by all children in every school activity.
Ensuring the school site is accessible to all.	Regular Health and Safety walks to monitor access for a variety of groups of children i.e. wheelchair bound, those with hearing or visual impairments.	H and S Governor Jan Cameron	All groups have access to all rooms and facilities across the site.