Brookland School

Equality and Diversity Policy September 2023

This policy applies to all children in school.

This policy extends to the schools recruitment and admission procedures.

# This policy takes account of:

* Equality and Human Rights Commission directives
* The Equality Act 2010
* Human Rights Act 1998
* The Prevent Duty 2015
* The Common Inspection Framework 2019

# This policy is to be read in conjunction with all other policies. Please particularly cross refer to the following:

* Admissions
* Anti-Bullying (including Cyberbullying and Homophobic Bullying)
* Assessment, Reporting and Recording
* Behaviour and Discipline
* Complaints
* Curriculum
* English as an Additional Language
* First Aid and Administering Medicines
* Health and Safety including Out of School Activities and Visits
* Literacy
* Marking
* Risk Assessments
* Safeguarding Children in Education April 2014
* Special Educational Needs, Learning Difficulties and Disabilities and Inclusion
* Supervision Policy
* Teaching and Learning
* SMSC (Spiritual, Moral, Social and Cultural

# Introduction

* 1. Brookland School (‘the School’) is committed to being inclusive. We see our diverse population of both pupils and staff as one of the School’s greatest strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity be at the core of all the School’s activities.
	2. This policy applies equally to current and prospective members of the School community, including parents/carers. Staff should refer to the Equal Opportunities Policy.
	3. This policy is made available on the School website and can be made available on request. All school policies can be made available in large print or other accessible format if required.
	4. The School is committed to a zero-tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under *the protected characteristics – Equality Act 2010 (*[*www.legislation.gov.uk/ukpga/2010/15/section/4)*.](http://www.legislation.gov.uk/ukpga/2010/15/section/4%29)
	5. The School is committed to promoting and developing inclusion & equality of opportunity in all its functions and will seek to do this by:
		1. Communicating its commitment to equality and diversity to all members of its community
		2. Ensuring all staff and pupils are aware of the aims of this policy at the beginning of each academic year, or during safeguarding induction for new staff.
		3. Briefing for staff and pupils on the Equal Opportunities Policy
		4. Developing monitoring, evaluation and review mechanisms of school policies and procedures and decision-making
		5. Demonstrating our zero-tolerance attitude towards discrimination by taking all allegations seriously

# Responsibility

* 1. The Head of Education and Senior Leadership Team have responsibility for ensuring that the School operates within the legal framework for equality and for implementing the policy throughout the School.
	2. Each member of the School community is responsible for being alert to and challenging discrimination; embracing diversity; respecting different faiths and beliefs; and upholding equality of opportunity for all.

# The Legal Framework

* 1. Discrimination can take the following forms. Including:
		1. Direct Discrimination – This occurs where a person is treated less favorably than others

because of their (or a family member’s) actual or perceived protected characteristic.

* + 1. Indirect Discrimination – This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic, and which cannot be justified as a proportionate means of achieving a legitimate aim.
		2. Victimisation – This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favorably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.
		3. Harassment – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual’s dignity or creating a hostile, humiliating or offensive environment for that individual.
		4. Disability Discrimination – This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

# Aims and Values

* 1. The aims of this policy and the School’s ethos as a whole are to:
		1. Eliminate unlawful discrimination on the grounds of any of the protected characteristics
		2. Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language
		3. Promote equality of opportunity for all members of the School community
		4. Comply with the School’s equality obligations contained in the Equality Act 2010
		5. Provide a secure environment in which all our children can thrive and achieve all of the outcomes of *Keeping children safe in Education*
		6. Provide a learning environment where all individuals, through the Equal Opportunities Policy and other School policies such as PSHE, feel valued and feel they have a sense of belonging
		7. Prepare pupils for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community
		8. Include and value the contribution of all families to our understanding of equality and diversity
		9. Provide and promote positive information about the diversity of UK society
		10. Actively challenge discrimination and ensure that all members of the School community learn from these experiences
		11. Embed inclusion through all our activities
	2. To achieve these aims we will:
		1. Involve, where reasonably practicable, all members of the School community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
		2. Publish and share school policies to the whole School community.
		3. Collect and analyse data (such as admissions data and examination results) to monitor any potential disadvantage amongst the pupil body
		4. Help to overcome any potential barriers to learning by providing for pupils’ diverse needs

and learning styles including any learning support needs and/or disabilities a pupil may have

* + 1. Ensure the wider school curriculum promotes and celebrates equality and diversity.
		2. Operate a clear zero tolerance policy towards abusive or discriminatory behaviour
		3. Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination.
	1. Under ‘Compassion’ Brookland wants all pupils to “develop a sense of active social responsibility, respect for others, generosity of spirit, tolerance and compassion”
	2. At the School we aim to promote inclusion and tackle any form of discrimination and actively promote harmonious relations in all areas of school life and with our key partners such as parents and other schools. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

# Admissions

* 1. The School treats every application for admission in a fair and equal way in accordance with this policy and the School’s Admissions Policy. The School accepts applications from, and admits, pupils irrespective of any protected characteristic.
	2. Parents must inform the School when completing the registration form of any special circumstances affecting their child (such as learning support needs) which may affect the child’s ability to fully participate in the education provided by the School. The School will not offer a place to a child if, after reasonable adjustments have been considered, the School cannot adequately cater for and/or meet their needs.

# Educational Services

# The School affords all pupils access to educational provision including all benefits, services and facilities irrespective of any protected characteristic subject to the School’s obligations under the Equality Act 2010 and considerations of safety and welfare.

* 1. The School will not discriminate against a pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.
	2. The School will seek to educate pupils in a multicultural, anti-racist environment using the curriculum, assemblies, PSHE programme and external speakers to promote understanding and appreciation of other faiths, races and cultures.
	3. The School recognises that discrimination may be, for example, direct, indirect or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the School’s Anti-Bullying and Behaviour Policies.
	4. The School will:
		1. Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
		2. Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any of the protected characteristics listed above
		3. Ensure those pupils with a statement of special educational needs (or Education Health and Care Plan) receive necessary educational and welfare support
		4. Ensure that pupils with English as additional language receive additional support, such as extra English tuition, where required
		5. Monitor the admission and progress of pupils from different backgrounds
		6. Challenge inappropriate discriminatory behaviour by pupils, staff and parents
		7. Foster a culture which promotes openness and encourages pupils to come forward if they have experienced discrimination.
		8. Offer all pupils access to all areas of the curriculum, including being able to participate in a full range of extra-curricular activities
		9. Ensure that all staff are aware of their responsibilities promote equality of opportunity and are given appropriate training and support
		10. Work with parents and external agencies where appropriate to combat and prevent discrimination in School
		11. Ensure that it reviews, monitors and evaluates the effectiveness of inclusive practices.

# Religious Belief

* 1. Brookland School does not hold religious ethos the School is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths (or no religion or faith).

# Reasonable Adjustments

* 1. The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison to non-disabled pupils. The School will inform and consult with parents about what reasonable adjustments, if any, the School are able to make for their disabled child. The School will carefully consider any proposals for auxiliary aids and services in light of a pupil’s disability and, for example, the resources available to the School. The School has a duty to make reasonable adjustments (case by case considerations) for staff or current pupils who request to be known as gender neutral, gender fluid, are undergoing gender reassignment or are transgender.
	2. The School is not legally required to make alterations to the School’s physical environment as part of the reasonable adjustments duty. However, the School monitors and reviews the physical environment to consider what reasonable and proportionate steps can be taken to alleviate any substantial disadvantage caused to disabled pupils. The School has an Accessibility Plan in place, a copy of which can be made available upon request.

# Responsibilities

The Head

* 1. It is the Head’s responsibility to:
		1. Ensure effective implementation of this policy and its and procedures
		2. Ensure that all staff are sufficiently aware and trained within equality & diversity
		3. Actively challenge and take appropriate action in any cases of discriminatory practice within the School, be it by staff, pupils, parents or visitors
		4. Have procedures in place to deal effectively with any reported incidents of discrimination, victimization or harassment
		5. Ensure that all visitors and contractors are aware of, and comply with, this policy.

All Staff

* 1. It is the responsibility of all staff to:
		1. Positively role model inclusive behaviour
		2. Actively challenge any forms of discrimination, victimization, harassment or bullying
		3. Promote an inclusive curriculum, identify and challenge bias and stereotyping within the

curriculum and in the School’s culture

* + 1. Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

# Concerns and Complaints

* 1. The School will seek to provide a supportive environment for those who make claims of discrimination and/or harassment. Any pupil who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to the Lead Teacher or r Head Teacher.
	2. Any pupil who harasses another pupil on the grounds of any protected characteristic will be subject to the School’s disciplinary measures in accordance with the School’s Behaviour Policy.
	3. If parents feel this policy has been breached they should raise their concern or complaint through the School’s Complaints Policy which is available on the School website or can be available upon request.

# Monitoring and Review

* 1. This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.
	2. This policy is usually reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the School’s equality obligations.

# Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Head Teacher.

# Equality of Opportunity and celebration of Diversity in all its forms will be reflected in all practice:

**Language:**

The school views linguistic diversity positively. Children and staff must feel that their natural language is valued and creates the conditions for all people to develop their self-esteem. Staff will use the correct terminology when referring to particular groups of people or individuals e.g. Native Americans rather than Red Indians.

# Resources:

The school’s aim is to provide a wide range of good quality resources to provide for the needs of all pupils, irrespective of sex, ability, or ethnic origin. Resources are chosen to reflect positive images of males and females in society including those with disabilities. All resources are equally accessible to all members of the school community. Translation services will be offered for those for whom English is not the first language.

# Parents/carers

The school is committed to working closely with parents/carers and when appropriate with other agencies. We will introduce and communicate the equal opportunities policy to parents/carers through the school prospectus, website, and admission meetings with parents/carers and on parents/carers evenings. In addition, copies of our policies are available for all parents/carers on request and signposted on the school website.

# Curriculum

Equality of opportunity permeates the whole curriculum and will be reviewed regularly. It is the policy of this school to provide equal access to all activities.

# Children

It is the right of every child irrespective of race, culture, class, gender, special need or ability to achieve their full potential. Each child should have access to an education which will enable him/her to utilise their talents to the full and achieve their potential.

# Staff

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all children. They will endeavour to establish an atmosphere within school which promotes tolerance and raises self-esteem, so that all children can develop independence, freedom of choice and a knowledge of their right to take on whatever roles they choose, no matter what their cultural background, gender or ability and prepares them for life in a society which reflects and values cultural and ethnic variety.

# We will be proactive to ensure that we meet our goal of meeting the differing needs of all of our children.

1. We will encourage our children to show respect for the way other people lead their day to day lives by emphasising that no cultural group has the monopoly on the ‘right’ way to live.

# We will respect and value all cultures, faiths and traditions by:

* + Helping children to learn about and respect cultures other than their own.
	+ Showing that we value all cultures equally.
	+ Ensuring that children know about their British culture and its traditions and ways of life, including the law, the government and other national institutions and publicservices
1. We will demonstrate our recognition of the individuality of people by:
	* Avoiding reference to stereotypes because of one characteristic e.g. colour, sexual orientation, gender, disability stereotyping.
	* Looking to the needs of the whole child rather than concentrating on one characteristic.
2. We will promote self-esteem and self-worth by:
	* Ensuring that each child in our care is respected equally and feels pride in him/herself.
	* Preventing children being subjected to prejudice.
	* Respecting the family and background of our children.
	* Using appropriate language.
	* Aiming always to get names correct.
3. We will ensure equal access to opportunities which will enhance the child’s welfare and development by:
	* Avoiding assumptions about any child’s potential for development.
	* Not stereotyping the role people play in adult life.
	* Offering all opportunities to all children both inside and outside the classroom.
	* Using role models to illustrate positive images of all in adult life.
4. We will oppose prejudice and discrimination by:
	* Recognising that all children are damaged by prejudice.
	* Avoiding damage to self-esteem by discrimination.
	* Avoiding children growing up with a distorted view of life and a false picture of the world because they wrongly believe some people are superior to others.
	* Challenging any prejudice and discrimination.
5. We will demonstrate that we value the differences between individuals and groups in society by
	* Encouraging children to appreciate the ways they are different from one another and see differences as good, not something to tease and abuse one another about.
	* Giving children accurate information about “differences‟ to promote understanding and avoid prejudice.
6. We will ensure that all our monitoring and evaluating procedures are used effectively to identify any child or groups of pupils who are not progressing as they should. Appropriate action must be taken if this is the case.

# Success Criteria

Equal opportunity and the effectiveness of inclusive practices that promote and value diversity and difference will be monitored and evaluated in the following areas to identify the need for greater focus

1. Examination results
2. Playground/classroom interaction
3. Displays in school – Learning environment review
4. Perceptions of parents/carers and pupils e.g. through questionnaires, pupil voice, school council
5. Teaching styles and differentiated work/activities – through scrutiny of planning and work
6. Use of resources
7. Teacher assessment and value added information
8. Classroom observations of the quality of teaching and learning – every child a learner every lesson
9. Participation in extracurricular activities
10. Attendance
11. Reports of any incidents of discrimination
12. Monitoring of playtime/ break time behaviour

The Lead Teacher is responsible for ensuring that this policy is followed. Any child, parent or member of staff who considers that there has been a breach of this policy should inform the lead teacher will investigate the matter and take action, as appropriate.

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**This policy was reviewed in September 2023 and will be reviewed yearly.**

**APPENDIX 1**

**Strategies used in school to help equal opportunities practice**

* + Planning activities of a non-stereotypical nature
	+ Giving children time to talk in class discussions to give everyone opportunity to voice opinion and discuss how they are feeling.
	+ Encouraging the sharing of experiences.
	+ Reviewing and updating resources so that appropriate messages are presented to the children.
	+ Planning role play experiences to include addressing age, disability, race and gender.
	+ Providing a differentiated curriculum by using classroom approaches that cater for individual differences but which do not make distinctions that have negative effects on children, their learning and development.
	+ Displays around the school promoting positive equality issues.
	+ Providing an “entitlement” curriculum which aims to offer the same balanced curriculum and learning experiences to all.
	+ Children are encouraged to think about the exclusion of others and the negative effect it can have.
	+ Involving children in promise making in the classroom and at a whole school level through the school council.
	+ Using assembly time to reinforce equal opportunity issues.
	+ Using targets and rewards for children to reinforce good behaviour and attitudes.
	+ Subject leaders to address equality issues within their subject.
	+ Giving children a voice
	+ Sharing various religious celebrations throughout the year.