



# **Brook Primary School Equal Opportunities Policy**

**2025-2027**

**Approved by: Mrs M Fellows**

**Date: February 2025**

**Last reviewed on: February 2025**

**Next review due by:**

**February 2027**

**Reference: Single Equality Act 2010, Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975, School Requirements under the Equality Act 2010 (2014 update)**

## **Brook Primary School's Equality Objectives 2024-2026**

- 1: Build a curriculum which reflects modern Britain and all its diversity.**
- 2: Provide an inclusive, broad and balanced curriculum for all regardless of race, gender, religion, economic background, disability.**
- 3: To value each individual and recognise and respond to the needs of all children.**
- 4: Maintain and promote a working partnership between the school, parents and community which fosters respect, honesty, truth, co-operation and tolerance.**

### **Introduction**

Brook Primary is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act (2010) 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. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **Our approach to equality is based on the following 7 key principles**

- 1. All learners are of equal value.**  
Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- 2. We recognise, respect and value difference and understand that diversity is a strength.**  
We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.**  
We actively promote positive attitudes and mutual respect between groups and communities different from each other. We teach the pupils to
  - Have equal respect for all people of every age, sex, race, culture and all those who have disabilities,
  - Feel good about themselves and know that they are special
  - Value the school and its surroundings
  - Know the importance of their school in the community
  - Work in partnership with their parents/carers and teachers

**4. We foster a shared sense of cohesion and belonging.**

We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

**5. We observe good equalities practice for our staff.**

We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

**6. We have the highest expectations of all our children.**

We expect that all pupils can make good progress and achieve to their highest potential

**7. We work to raise standards for all pupils by**

- Setting high standards and targets that are both challenging and achievable
- Providing the highest quality teaching and resources
- Promoting equal opportunities enabling all pupils to develop and grow educationally, spiritually, morally, socially, aesthetically and physically

**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 against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

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

**Two “specific duties”:** This requires all public organisations, including schools 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 provides guidance to staff and outside visitors about our approach to promoting equality.

**Please also see:**

Behaviour policy

SEND policy

Admissions policy

Policies on recruitment and selection are available to anyone considering working for Brook Primary School upon request.

**What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school. We make a record of each specific equality consideration, and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- We aim to ensure that all pupils and staff are encouraged and able to achieve to the best of their ability
- We respect and value differences between people by promoting cultural diversity
- We try to prepare pupils for life in a diverse society by ensuring that they have positive contact with and information about different groups.
- We are working through the Rights Respecting Schools programme to ensure that all children are aware of their rights and how their actions can affect the rights of others in a positive way.

**Behaviour, Exclusions and Attendance**

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and act promptly to address concerns.

### **Addressing prejudice and prejudice-based bullying**

The school challenges all form 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

Staff are made aware of how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

### **What we are doing to advance equality of opportunity between different groups**

- We know the needs of our school population very well and collect and analyse data to inform our planning and identify targets and gaps to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We act to close any gaps, for example, for those making slow progress in acquiring age-appropriate English and maths skills.
- We collect, analyse and publish data:
  - on the school population
  - on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
  - by year group
- We review analysis of standards reached by different groups at the end of each key stage:
  - FSM and non-FSM
  - Ethnicity
  - EAL
  - All SEND
  - Looked after Children
  - Pupil Premium
- Data is reported to governors.
- We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing Impaired or Gypsy Roma Traveller pupil joins our school.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

- In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:
  - disabled and non-disabled people
  - people of different ethnic, cultural and religious backgrounds
  - girls and boys
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

### **What we are doing to foster good relations**

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum. We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour. We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures. Based on our school values of Pride, Independence, Challenge, Respect and Resilience.
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events.
- We include Equalities matters in our Newsletters to parents and Carers
- We promote British values of democracy, the rule of law. individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

### **Roles and Responsibilities:**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### ***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 a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors biannually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

***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.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

***Teaching and Support Staff:***

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up to date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure.

***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. We will provide guidance and information in school newsletters to enable them to do this.

***Key contacts / Staff responsible for equalities:***

Equal Opportunities Co-ordinator: Miss J Walters

Staff responsible for P.S.H.E: Mrs R Taylor / Mrs Sophie Williams

SIP Committee

### **Equal Opportunities for staff:**

- 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 based on merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. 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 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. The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LEA guidelines. Steps are taken to encourage people from underrepresented groups to apply for positions at all levels in the school. Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme. The skills of all staff, including non-teaching and part-time staff, are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy. Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community. The school routinely monitors job applications and staff by grade and by ethnic and gender groups, and provides data to the LEA. Our PSHE and citizenship leader oversees the equal opportunities policy and will attend training and updates that are relevant.

### **Monitoring and reviewing the policy:**

Our attendance, attainment data, exclusions are monitored at Governor level

We review the information about equalities in the policy every four years and adjust as appropriate. Further amendments may occur with changes in legislation or as the need arises

### **Disseminating the policy:**

Once approved by the governing body, this policy will be published on the school website. A paper copy is held in the school office, on the shared area for staff access, as part of induction for new staff or as a summary in the school prospectus



## **Complaints:**

Complaints arising from the operation of this policy will be dealt with in line with the school's complaints procedure.

Policy drawn up to comply with Equality act 2010: October 2014

Previous policy: 25/02/02 updated to meet REC recommendations on November 2003, and Updated Oct 2010.

Reviewed: Oct 2012, Updated Oct 2014, Nov 2016, Jan 2018, March 2020. Feb 2022, Feb 2025