



Brunswick House
Primary School



Equality Policy

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By: Learning and Development

Brunswick House Primary School

Equality Policy

Contents of our Single Equality Scheme

PART A: (the Scheme)

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1 **OUR DISTINCTIVE CHARACTER, PRIORITIES & AIMS**

1.1 **Characteristics of Our School**

Brunswick House Primary School is proud to be a school that serves a diverse community with 419 children on roll. We are committed to equality in our work with children, our partnership with parents and our responsibilities as an employer:

1.2 **School Values**

- Our core values of ‘Respect, Teamwork, Honesty, Self-Belief and Empathy’ underpin all of our policies and procedures and our championed by our staff and children together.
- We currently have ‘The Rights Respecting School Silver Award’ where we work closely with Unicef to ensure that we create a safe and inspiring place to learn, where all children are respected, their talents are nurtured and they are able to thrive.
- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation
- We welcome our duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations.

1.3 **Setting Our Priorities**

Unlawful discrimination occurs when one person receives less favourable treatment because of their gender, marital status, sexual orientation, age, race of disability.

The priorities for the Equality Policy are set in the light of:

- Identification summarised in the overview of outcomes and with due reference to;

- Equality Act 2010
- Stephen Lawrence Inquiry Report 1999
- Employment Equality (sexual discrimination) Regulations 2005
- Employment Equality Sexual (orientation) Regulations 2003
- Race Relations Act 1976
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Age) Regulations 2006
- Equal Pay Act 1970
- Equal Pay Amendment 1984
- Disability Discrimination Act 1995
- Human Rights Act 1998
- Relevant EU Legislation

Children and young people

- diminishing the difference between different groups of children and young people in the school in particular children receiving FSM
- provide all children with opportunities to access a wide range of experiences, developing children with a variety of interests and hobbies.
- challenging race and gender stereotypes in subject choices and career advice;

Our Community

- improving the involvement of children and young people, parents and carers from different backgrounds
- improving access to information e.g. translation and interpretation to inform and engage parents/carers for whom English is an Additional Language;

Our School Community

- improving the involvement of disabled children and young people, staff and parents and carers;
- tackling bullying based on race, religion, gender, disability, sexuality or poverty;
- considering objectives to address the causes of any gender pay gap or differences between groups;
- promoting positive attitudes toward diversity;
- when making decisions of a strategic nature having due regard to the desirability of exercising them in a way that is designed to reduce the inequalities of outcome which result from school economic disadvantage (Equality Act 2010)

1.4 Aims

Brunswick House Primary School aims to ;

- tackle discrimination and harassment and promote equality of opportunity and good race relations across the school,
- assess and monitor the impact of the equality scheme on pupils, staff, parents, carers and others who use the school or may wish to and publish a scheme and action plan to show how we will meet these duties,
- increase the extent to which pupils with disabilities can participate in the school curriculum,
- improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services,
- improve the delivery of information to families with disabilities which is provided in writing.

2 **PRINCIPLES OF OUR EQUALITY INFORMATION & OBJECTIVES POLICY**

2.1 **Purpose of the Equality Information & Objectives Policy**

We recognise our duty and responsibility to establish equality for all students, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

The purpose of our **Equality Policy** is to fulfil the duties to promote equality for people with ‘protected characteristics’, and embed fairness and equality at the heart of our school community and in all aspects of our **provisions, criteria and practices (PCPs)**.

Our Equality Policy enables us to meet the **duties** under equality legislation, and to achieve the following for all groups:

- eliminate all forms of unlawful discrimination;
- eliminate harassment and bullying (schools must keep accurate records of bullying and harassment related to equalities and report as required to the Local Authority);
- advance equality of opportunity through vision, strategy and practice;
- foster good relations.

Through our Equality Policy we make links to all our actions and commitments to:

- promote community cohesion;
- diminish the difference in outcomes between children and young people;
- improve outcomes as described within the Kent Children’s and Young People’s Plan (CYPP).

2.2 A Relevant and Proportionate Approach

In promoting equality and complying with legislation we apply the principles of relevance and proportionality. We aim to ensure that our actions are **proportionate** to the equality issues within our school and **relevant** to our PCPs. This means we prioritise those actions that enable us to tackle the most significant issues with regard to equality in order to deliver the best equality outcomes. In doing this we focus on PCPs that have the greatest effect, or potential effect on different stakeholders.

We do not assume that existing representation alone determines relevance, so we apply the principle of **anticipatory duty** (see 2.4 below) in helping us to identify what is relevant. We also anticipate that there will be ‘hidden’ disabilities and equality issues so we are thorough in identifying factors that lead, or have the potential to lead, to inequality e.g., mental health, family break ups.

We ask whether our PCPs affect different groups in different ways and try to implement them in ways that promote equality. This is achieved through systematic **monitoring of outcomes, impact assessment** and **action planning** incorporating the fullest possible **participation of stakeholders**.

2.3 Participation

Participation is based on information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure children and young people, parents and carers with disabilities are involved as is their entitlement.

The school involves **stakeholders** including children and young people, staff, parents/carers and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders, trade unions and other equalities related groups are genuinely taken into account when we set priorities.

2.4 Anticipation

We apply the principle of the ‘**Anticipatory Duty**’ in all aspects of our Equality Policy which means that we think ahead about how our PCPs may affect different members of our school. This is embodied specifically in the process of risk assessment where we consider not only the impacts but also the potential impacts, whether positive or negative. (e.g., where there are *no ethnic minority groups represented who would want to ensure that the children and young people were well prepared for diverse ethnic future experience*)

3 **RESPONSIBILITIES**

3.1 **Governing Body**

The governing body has a duty to promote equality of opportunity and eliminate discrimination. Functionally, the governing body discharges this responsibility through the Senior Leadership Team (SLT).

3.2 **Senior Leadership Team (SLT)**

The Senior Leadership Team (SLT) promotes equality and eliminates discrimination by:

- raising awareness of all the duties within the whole school community;
- referring to relevant and up-to-date documentation from the Equality and Human Rights Commission (EHRC);
- ensuring understanding of the broad legal definition of disability;
- sensitively encouraging declaration of protected characteristics by children and young people, parents/carers, staff and other users of the school;
- working with trade unions to implement the relevant duties in employment functions;
- ensuring that the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately;
- providing appropriate training for staff, Governors and other members of the school community;
- monitor the outcomes and impact of provisions, criteria and practices on all groups, and respond with appropriate actions;
- in the event of expectations not being met, ensuring action is taken in accordance with the status of those involved.

3.3 **All Members of the School Community**

The school regards equality for all as a responsibility for all. All members of our community (staff, contractors, volunteers, children and young people etc) contribute to ensuring that our school is a fair, just and cohesive community by:

- contributing to the Equality Policy implementation and review process
- raising issues with line managers which have an impact or potential impact on the school's PCPs;
- maintaining an awareness of, and professional interest in, the school's current Equality Policy and the PCPs to which it relates;
- implementing PCPs in accordance with agreed protocols and standards;
- behaving with respect and fairness to all members of the school community

4. **INFORMATION GATHERING**

4.1 **Purpose and Process**

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

4.2 **Types of Information Gathered**

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

5 **OUTCOMES**

Of all the information we collect, the most important indicators of how successful we are in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. We record our outcomes using a wide range of criteria, both academic and experiential, for the various protected characteristics and other vulnerable groups, mindful of the principles of proportionality, relevance and potential impacts (whether positive or adverse).

6 **EQUALITY IMPACT ASSESSMENT**

Impact assessment refers to the review of all current and proposed PCPs in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's PCPs are developed in an increasingly inclusive and equitable way.

7 **PUBLICATION AND REPORTING**

The governing body decides how best to publish the Equality Information & Objectives Policy. The school provides a copy in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage.

8 **REVIEW**

As part of the review of the Equality Information & Objectives Policy, the school commits to:

- revisiting and analysing the information and data used to identify priorities for the Equality Policy and action plans. This incorporates use of the overview of outcomes;

The review of the Equality Policy informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.