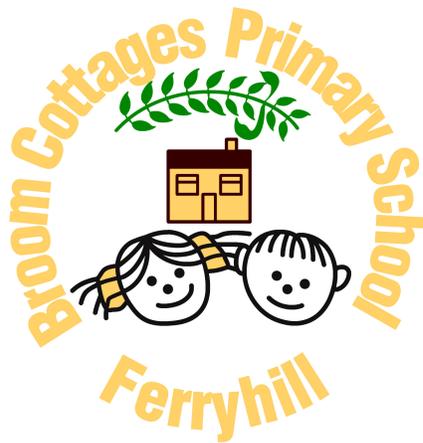


# **Broom Cottages Primary & Nursery School**



## **School Equality Policy Statement**

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#### **Introduction:**

The Equality Act 2010 was introduced fully in April 2011, it stated that there was no longer a requirement that schools should draw up and publish equality schemes or policies.

It is still good practice, however, for schools to make a statement about the principles according to which it assesses the impact on equality of its policies and practices, and according to which it establishes specific objectives.

#### **Legal Framework:**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender, religion and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they 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.

#### **Guiding Principles:**

In fulfilling the legal obligations cited above, we are guided by nine principles:

##### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender or gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity or orientation

##### **Principle 2: We recognise and respect difference.**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity or orientation

**Principle 3: We foster positive attitudes and relationships, and shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

**Principle 4: We observe good qualities practice in staff recruitment, retention and development.**

We ensure the policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

**Principle 5: We aim to reduce and remove inequalities and barriers that may already exist.**

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:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Boys and girls, men and women

**Principle 6: we consult widely.**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled people
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Gay people as well as straight

**Principle 7: Society as a whole should benefit.**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled people
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys
- Gay people as well as straight

**Principle 8: We base our practices on sound evidence.**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

**Principle 9: Objectives.**

Each year we formulate and publish specific and measurable objectives, based on the evidence we have collected and published, in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

We recognise that the actions resulting from a policy statement such as this are what make a difference. Every three years, accordingly, we draw up an action plan within the frame work of the overall school improvement plan and processes of self –evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them. The results of our review are published annually on our school website.

**The Curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

**Ethos and organisation**

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

- Pupil's progress, attainment and achievement
- Pupil's personal development, welfare and well-being
- 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

**Addressing prejudice and prejudice-related bullying**

Our school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

We take seriously our obligation to report to the Local Authority about numbers, types and seriousness of prejudice-related incidents at our school and as such all prejudice related incidents are identified, assessed, recorded and dealt with strictly according to Local Authority Policy and Guidelines.

**Roles and Responsibilities**

Our Governing Body is responsible for ensuring that the school complies with legislation, and that this policy statement and its related procedures and action plans are implemented, and a member of our Governing Body has a watching brief regarding the implementation of this policy statement.

The Headteacher is responsible for:

- Implementing this policy statement
- Ensuring that all staff and Governors are aware of their responsibilities and are given appropriate training and support relating to it
- Taking appropriate action in any cases of unlawful discrimination and breaches of this policy statement

Staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur and report them to the Headteacher
- Plan and deliver curricula and lessons that reflect the principles outlined above
- Support pupils in their class for whom English is an additional language
- Keep themselves up-to-date with the equalities legislation relevant to their work

### **Monitoring and Evaluation**

We collect, study and use qualitative and quantitative data relating to the implementation of this policy statement to make adjustments to our practice as appropriate.

In particular we collect, analyse and use data in relation to pupil progress, achievement and attainment with an additional focus according to disabilities and special educational needs, ethnicity, culture, language, religious affiliation, national origin and national status and gender.

**Approved June 2014**

**Date of review: July 2016**