

# Brownsover Community School

## Single Equality/Inclusion Statement



<b>Policy Number</b>	O8 - Organisational
<b>Prepared By</b>	Elisa Basnett
<b>Acknowledgement(s)</b>	All staff
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## Document Information

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### Document history

Version no.	Date	Change
1.4	Mar 21	Current & up to date – no changes made
1.5	Mar 22	Core statements reviewed – all current and in line with core values.
1.6	Mar 23	Current legislation links added Decision making processes added.
1.7	Mar 24	Current & up to date – no changes made

### Approvals

Role	Name	Signature / Approval	Date
Headteacher	E. Basnett	yes	Mar 24
Governors - Full Governing Body	R Street	yes	Mar 24

### Reviewers

Role	Name
Headteacher	Elisa Basnett
Governors	

### Distribution for Information

Role	Name

# EQUALITY STATEMENT

## 1. Aims

At Brownsover Community 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, disability, faith or religion 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 will be 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 Brownsover Community School 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 in this statement, 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 with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

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

### **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 (O3). We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **3. Legal Duties**

As a school we welcome our duties under the following legislation:

1.The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination <https://www.legislation.gov.uk/ukpga/2010/15/contents>

2.The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives  
<https://www.legislation.gov.uk/uksi/2011/2260/contents/made>

3.This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.  
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions;
- We must not publish any information that can specifically identify any individual child or adult;

- Prepare and publish equality objectives.

To do this we have collected data related to the protected characteristics above and analysed this data to determine our focus for our equality objectives. The data has been assessed across our core provisions as a school. This includes the following functions:

- Exclusions
- Prejudice related incidents

Our objectives detail how we ensure that equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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

#### **4. Core Statements:**

In fulfilling our legal obligations we are guided by seven core statements:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely

Statement 7: We strive to ensure that society will benefit.

#### **5. In our school we aim to:**

- Motivate and challenge children to have a thirst for learning through a wide variety of planned and spontaneous experiences which celebrate creativity and enjoyment in a secure and healthy environment.
- By understanding what our children already know we provide for the needs of each individual and through high quality teaching enable them to achieve high standards.
- Develop thoughtful and responsible young people who know how to persevere when faced with difficulties and accept failure as a learning experience.
- Provide an effective partnership with parents and the community to strive to ensure our children develop respect for themselves, their families and others and approach learning as a tool for life.

#### **6. Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an

awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

## **7. Roles & Responsibilities**

We believe that promoting Equality is the responsibility of everyone in the school community:

### **Governing Body:**

Monitoring the engagement of engaging the whole school community in identifying and understanding equality barriers and responding and setting of objectives to address these. The Governing Body agrees the Equality Statement and objectives.

### **Head teacher:**

As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.

Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

### **Senior Leadership Team:**

To support the Head as above.

Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

### **Teaching Staff:**

Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that they are aware of their responsibility to record and report prejudice related incidents.

### **Non-Teaching staff:**

Responsible for knowing and following our equality policies.

Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. To raise any issues of concern.

### **Pupils:**

Support the school to achieve the commitment made to tackling inequality. It is their responsibility to report any hate incidents.

We ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them on our website.

## **8. Equality considerations in Decision-making**

- The school ensures it has due regard to equality considerations whenever significant decisions are made.
- The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:
  - o Cuts across any religious holidays
  - o Is accessible to pupils with disabilities
  - o Has equivalent facilities for boys and girls
- This is considered at the same time as the risk assessment when planning school trips and activities, and is recorded as part of this process by the member of staff organising the activity.

## **9. Monitor and Review**

Every three years we review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall School Improvement Plan and therefore will be reviewed as part of this process.