

# Brookfield Park Primary School

*Nurture, include and inspire to succeed*



## Single Equalities Scheme Policy

*Date: October 2023*

Approved by Governors September 2023

**Policy will be reviewed September 2027**

# Single Equalities Scheme Policy

## 1. Statement of Principles

The policy outlines the commitment of the staff, pupils and Governors Brookfield Park Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement
- Adults volunteering

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

### The Pupil's Voice

The voice of Brookfield Park Pupils is very important to us and demonstrates their understanding of equality in the world they are growing up in:

#### What equality means to us

***“Everyone is treated equally, but in a way that all our needs are met, so that everyone can be heard.”*** (Heidi, Lena, Rosie year 6)

***“It’s when something has to be fair.”*** (India Y5)

***“Everyone has the same rights.”*** (Theo Y4)

***“It’s all about being kind to everyone.”*** (Riley Y4)

#### How school makes sure everyone in feels they are treated equally

***“School gives us the right to speak out loud and express our emotions.”*** (Myla Year 6)

***“Reflection helps us to fix our mistakes, not punish us.”*** (Layla Year 6)

***“Adults help everyone.”*** (Sophia Y4)

***“All children were given a chance to vote for our class MPs.”*** (Hanna Y4)

***“We all get asked when we put our hands up.”*** (Eliza Year 3)

## What else can school do to demonstrate our commitment to equality

**“We would like to be given more opportunities to debate issues.”** (year 6)

**“We could have meetings with our headteacher to share our ideas about equality.”** (Ella Y5)

**“Children could sort out their own small problems.”** (Finn Y4)

**“If a teacher doesn’t know about the problems someone is facing other children could help.”** (Y3/4)

## 2. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 3. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

The Equality Act has nine protected characteristics. It is against the law to discriminate against someone because of a protected characteristic. These are:

- age
- race
- disability
- religion or belief
- gender reassignment
- sex
- marriage and civil partnership
- sexual orientation
- pregnancy and maternity

## 4. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

Other members of SLT will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Identifying any staff training needs, and ensure it is delivered as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## **4. Eliminating discrimination**

- The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- Governors are made aware of any issues which have arisen or incidents where discrimination may have been reported on a termly basis and given details about specific incidents of bullying involving discrimination.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs and activities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available to governors, and other stake holders upon request, identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal,

social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs, performances, competitions and special events

## 7. 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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities or additional medical needs
- Has equivalent facilities for boys and girls
- Is financially accessible to all groups of pupils

## 8. Equality objectives

### **Objective 1 To increase governors' awareness and understanding of equality and diversity through reporting and sharing data about diversity trends**

**Reason for choosing this objective:** *To help governors to understand their duty in relation to equality*

**To achieve this objective, we plan to:**

- *sharing our progress towards these objectives in head teacher report*
- *evaluating this policy annually with governors*
- *Sharing data about recruitment trends and student diversity in the head teacher reports*

**Progress we are making towards this objective:**

*This will be updated and added to annually*

### **Objective 2 To promote cultural knowledge, development and understanding through curricular and curriculum enrichment experiences and opportunities**

**Reason for choosing this objective:** *The population of Skelmersdale is largely white British. Although there has been an increase in Eastern European and Asian families this is still a relatively small part of the local population. Our pupils therefore do not have regular exposure to people with different cultural backgrounds and as a school we need to ensure we always consider this when planning learning opportunities.*

**To achieve this objective, we plan to:**

- *carefully identify, within the long-term plans, where there is an opportunity to teach cultural diversity*
- *Evaluate our curriculum offer to ensure inclusion of enrichment activities linked to cultural diversity to take part throughout the child's school life including speakers and links with local groups*

- *Dedicate whole school and class opportunities to discuss matters relating to difference and teach about tolerance*

**Progress we are making towards this objective:**

*This will be updated and added to annually*

**Objective 3 To prioritise and tackle any prejudice-related bullying in relation to all the protected characteristics listed in the Equality Act 2010 (for staff and pupils)**

*Reason for choosing this objective: Where children have a fall out there is on occasion name calling linked to the protected characteristics. We feel that they are words being used to offend without any understanding of the meaning behind them and how and why it is offensive. Education about the use of words and tracking the number of incidents will enable us to identify areas where there is an issue.*

**To achieve this objective, we plan to:**

- *Evaluate and revise our PHSE curriculum and circle time activities to ensure opportunities to educate children about their language choices and conflict resolution.*
- *Improve tracking and reporting to governors about the number of incidents that occur where language choices from children relate directly to the protected characteristics.*
- *To ensure staff are able to record accurately when they deem pupils have demonstrated prejudice related bullying incidents*

**Progress we are making towards this objective:**

*This will be updated and added to annually*

**Objective 4 To narrow the gap in progress between specific groups of students**

*Reason for choosing this objective: To identify trends and patterns for certain groups and ensure any barriers to learning are addressed quickly and that all students have equal opportunity to achieve their potential*

**To achieve this objective, we plan to:**

- *Identify patterns and trends through data analysis*
- *Ensure pupil progress meetings ask and answer questions about barriers to learning*
- *Compare and evaluate groups to find any relevant trends*

**Progress we are making towards this objective:**

*This will be updated and added to annually*

**9. Monitoring arrangements**

The Governing Board will update the equality information we publish, [described in sections 4 to 7 above], annually.

This document will be reviewed by the governing board and headteacher at least every 4 years.

This document will be approved by the governing board

**10. Links with other documents and policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Teaching and learning policy
- Behaviour policy
- Online safety Policy
- Safeguarding and child protection policy
- SEN&D Policy