

EQUALITY STATEMENT, ACTION PLAN AND TARGETS

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1.0 OUR SCHOOL VISION – THE CURRICULUM

Brentside Primary Academy will work with everyone to create a happy, safe and stimulating setting where children are motivated to learn together. By maintaining high expectations of ourselves and each other, our children will be equipped to encounter opportunities and challenges with resilience and determination. We encourage a curiosity about the world and strive to ensure that our children will contribute positively to it, both now and in the future.

Brentside Primary Academy is an inclusive school, intent on ensuring that all pupils reach their potential in a culture of success. As a team, we are passionate about preparing our pupils to be successful adults in an ever-changing, technologically advanced society. We encourage our pupils to aim high. We value their individuality and creativity, and equip them with the skills, self-discipline and confidence to succeed. Where there are barriers, we pride ourselves on embracing different approaches and seizing new opportunities to ensure high-quality learning.

Our whole school curriculum is underpinned by these 6 principles:

Kindness	Learning
Respect	Resilience
Responsibility	Creativity

Kindness and Respect- Children are taught and encouraged to show kindness and respect to the people around them. Our friends, our families, our teachers, staff and visitors to the school should all be treated with kindness and respect.

Learning and Creativity- Pupils learn key skills in a range of subjects and in a range of ways through a creative and varied, enquiry based curriculum. We give pupils the opportunity to experience a range of skills that they may not experience in their everyday lives. Through our curriculum, we support pupils to develop lifelong learning so that they feel prepared for the world around them.

Responsibility and Resilience- Pupils are taught to be leaders of their own learning through an enquiry based curriculum, which encourages collaboration between pupils. It is encouraged and modelled from Nursery through to Year 6 for pupils to take responsibility for their learning and support others. At BPA, pupils understand that, at times, learning and life can be hard but that they can develop the resilience to overcome these hardships and succeed.

Our School Motto - 'Putting Children First'

2.0 MAINSTREAMING EQUALITY INTO POLICY AND PRACTICE

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

2.1 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 & 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.

2.2 Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, sexual orientation, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy and will follow the schools Suspension & Exclusion Policy. We will closely monitor suspensions and exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3.0 EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of equal opportunities relating to staff at Brentside Primary Academy.

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 on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

3.1 Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Support from HT to ensure equality of opportunity for all.

4.0 EQUALITY AND THE LAW

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions BPA will take to meet the general duties detailed below.

4.1. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4.2 Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

4.2.1 Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

4.3 Legal Duties

4.3.1 The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

4.3.2 Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4.4 Gender Equality

4.4.1 The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

4.4.2 Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

4.4.3 Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4.5 Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4.6 Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5.0 CONSULTATION AND INVOLVEMENT

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the parent questionnaire, parents' evening or governors' drop-ins;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress;
- Feedback at governing body meetings.

6.0 ROLES & RESPONSIBILITIES

6.1 The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school
- communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio- economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

6.2 The role of the headteacher

- It is the headteacher's role to implement the school's Equality Plan and targets and she is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

6.3 The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7.0 TACKLING DISCRIMINATION

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

7.1 Types of discriminatory incident

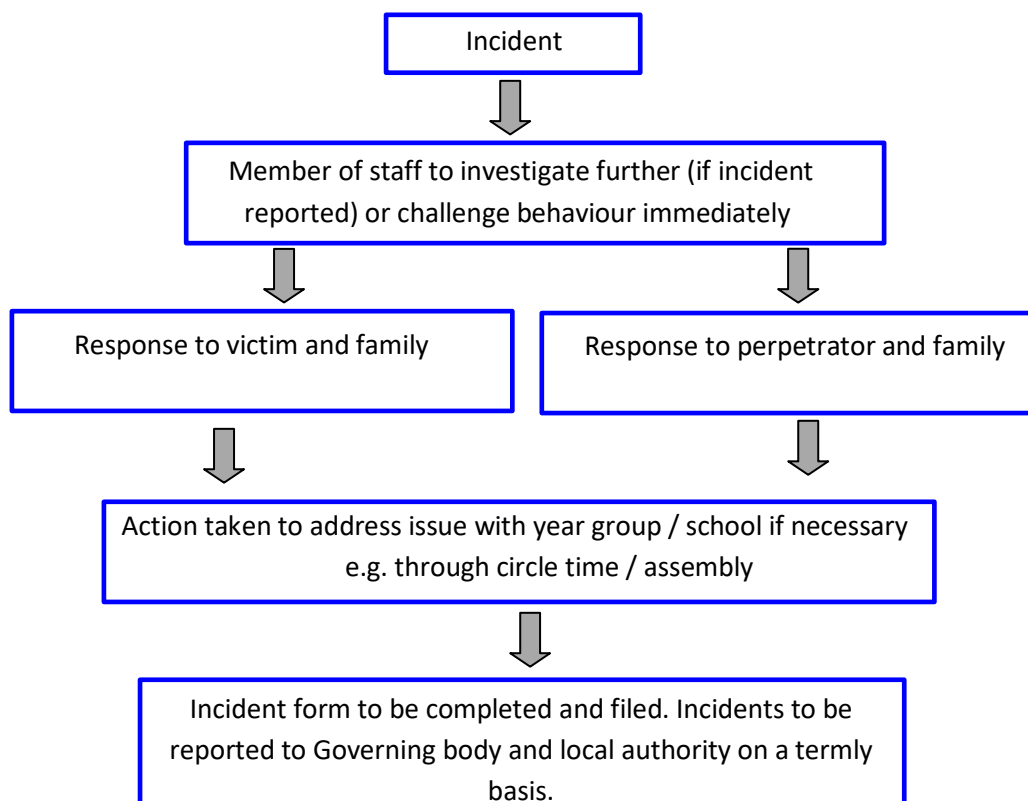
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

7.2 Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:



8.0 REVIEW OF PROGRESS AND IMPACT

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

9.0 PUBLISHING THE TARGETS

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our targets and plan on the school website;
- Raise awareness of the targets through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.



10.0 ACTION PLAN

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan below.

10.1 Overarching Targets

	Targets	Notes
Race Equality	BPA will promote equal opportunities for its entire workforce, including both staff and directly contracted to BPA, tackling bullying and discrimination whenever it occurs. They will actively recruit in a fair and transparent manner	
Disability	BPA will promote the inclusion of staff, pupils and parents who have a disability ensure that they have an entitlement to the full services the school can deliver.	
Gender Equality	BPA will act to ensure that there is no discrimination based on gender. All genders will be treated fairly and have access to a full and varied curriculum, Where an imbalance (showing in data) may occur all efforts will be made to ensure that the gap between attainment is identified and rectified.	
Sexual Orientation	BPA will act to ensure that every child and young person and their parents, including LGBT people feel safe in education and can achieve their potential.	
Community cohesion	The diversity of our school community will be regularly celebrated and promoted.	



10.2 Plan

Equality Action Plan July 2024-2028

Equality Strand	Action	Impact	Who	Timeframe	Success indicators
	website, newsletters and staff meetings.	school's approach to equality in the pupil/parent/staff/ governor annual questionnaire	and Governors	the next three years	Equality Plan and use them when planning lessons, creating classroom displays etc.
All (general equality)	Monitor and analyse pupil achievement by race, gender, SEND and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and SEND.	Assessment Leader	Ongoing, termly and annually	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups.
All (general equality)	Improve opportunities for pupils to learn about & experience all aspects of inclusion.	Evidence of trips, events and visitors will be collected and questions will be built into pupil Conferencing.	Senior Leadership Team	Ongoing – evidence apparent termly	Children comment to each other, parents and teachers about the experiences provided.
All (disability)	Increase the range of resources and books which are available and used in school with positive images of disability.	Disability is an integral aspect of our pupils' learning and environment.	School Council Leader class teachers	Evidence apparent at review	Disability resources in use throughout the school and children are referring to them.
All (race and religion)	Culture and diversity assemblies with visits from outside speakers	Governor pupil conferencing	Senior Leadership Team	Ongoing	Pupil show tolerance and respect to differences when they speak to adults.
All (race and religion)	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Through school & class curriculum, including assembly schedule	Headteacher and Members of staff leading on PSHE / RE.	Ongoing	Increased awareness of different communities shown in discussions with pupils in class and through pupil Conferencing.

10. ACTION PLAN

EQUALITY	ACTION	IMPACT	WHO	TIMEFRAME	SUCCESS INDICATORS
All (faith and religion)	Introduce real experiences of different faiths e.g through visitors to school and children visiting temples, mosques etc with the objective of an acceptance and understanding of differences with the ultimate aim of working together.	Each year group to experience some form of religious experience during the course of one school year.	RE Subject Leader and class teachers	Annually	All children have a direct experience of a place of worship or of meeting and talking to someone with a specific faith or religious beliefs.
All including parents (race)	Make parents and children aware of how to report harassment and hate crimes etc through newsletters and appropriate events.	Feedback from parents	Headteacher	Ongoing	Parents sent relevant information. Pupils confident about how to challenge/r eport issues.
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body and safeguarding lead on a regular basis	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents	Headteacher / Governing body	Termly	Teaching staff are aware of and respond to racist incidents consistently. Consistent nil reporting is challenged by the Governing Body.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, other pupil groups (e.g.Equalities Team, Eco team,) class assemblies, fund raising etc.	Pupil groups representation monitored by race, gender, disability	Members of staff encourage pupil applications for all groups of children.	Annually	More diversity in membership of various pupil groups.