

<b>Reviewer</b> Governing Body	<b>BROOKFIELD JUNIOR SCHOOL</b> <b><u>Single Equality Scheme Policy</u></b>	<b>Review date</b> September 2019
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### Introduction

The purpose of the school's Equality Scheme is to meet the duties to promote equality of opportunity for and between diverse members of the school community, including, disabled pupils, staff, parents, women, men and different racial groups within the school. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

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. At Brookfield Junior School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

#### **The school will:**

- Provide updates on equalities legislation and the school's responsibilities in this regard;
- Work closely with the governor responsible for this area.
- Support positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and children in receipt of Free School Meals, in the following recommended areas:
  - Pupils' progress and attainment
  - Learning and teaching
  - Behaviour discipline and exclusions
  - Attendance
  - Admissions
  - Incidents of prejudice related bullying and all forms of bullying
  - Parental involvement
  - Participation in extra-curricular and extended school activities
  - Staff recruitment and retention
  - Visits and visitors

Issue Number 2	Page 1 of 9	First Issued September 2013 Last Reviewed September 2016
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<b>Reviewer</b> Governing Body	<b>BROOKFIELD JUNIOR SCHOOL</b> <b><u>Single Equality Scheme Policy</u></b>	<b>Review date</b> September 2019
--------------------------------------	--	---

## **Policy Commitments**

### **Promoting Equality: Curriculum**

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

### **Promoting Equality: Achievement**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

### **Promoting Equality: The ethos and culture of the school**

- At Brookfield Junior School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;

Issue Number 2	Page 2 of 9	First Issued September 2013 Last Reviewed September 2016
----------------------	-------------	---

<u>Reviewer</u> Governing Body	<b>BROOKFIELD JUNIOR SCHOOL</b> <u><b>Single Equality Scheme Policy</b></u>	<u>Review date</u> September 2019
--------------------------------------	--	---

- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account of wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice through, for example, the School Council and pupil surveys, and there are regular opportunities to engage with pupils about their learning and the life of the school

### **Promoting Equality: Staff Recruitment and Professional Development**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity.
- Access to opportunities for professional development is monitored.
- Equalities policy and practice is covered in staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

### **Promoting Equality: Countering and Challenging Harassment and Bullying**

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

### **Promoting Equality: Partnerships with Parents/Carers and the Wider Community**

Brookfield Junior School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school

Issue Number 2	Page 3 of 9	First Issued September 2013 Last Reviewed September 2016
----------------------	-------------	---

<b>Reviewer</b> Governing Body	<b>BROOKFIELD JUNIOR SCHOOL</b> <b><u>Single Equality Scheme Policy</u></b>	<b>Review date</b> September 2019
--------------------------------------	--	---

- Maintain good channels of communication, e.g. through coffee mornings, Parent questionnaires and parent consultation evenings to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

### **Responsibility for the Policy**

In our school, all members of the school community have a responsibility for promoting equalities.

**The Governing Body** has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Single Equality Policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be stand alone documents);
- The actions, procedures and strategies related to the policy are implemented.
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

**The Headteacher and Senior Leadership team** has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

**All school staff** have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;

Issue Number 2	Page 4 of 9	First Issued September 2013 Last Reviewed September 2016
----------------------	-------------	---

<b>Reviewer</b> Governing Body	<b>BROOKFIELD JUNIOR SCHOOL</b> <b><u>Single Equality Scheme Policy</u></b>	<b>Review date</b> September 2019
--------------------------------------	--	---

- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

### **Implementation**

The Scheme will be supported by an action plan and progress checked by the governing body

The Action plans will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for review.

The Scheme will incorporate the Accessibility Plan into the Disability Equality Action Plan.

### **Reporting**

The school will report annually on the progress made on the action plan and its effect on policy and practice within the school.

### **Reviewing and revising the scheme**

As part of the review of the Scheme, the school will:

- revisit the information that was used to identify the priorities for the scheme; and
- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents, diverse racial groups and both genders.

The review of the Scheme will inform its revision; how the school sets new priorities and a new action plan for the next scheme. This process will continue to:

- involve pupils, staff and parents; and
- be based on information that the school has gathered.

Issue Number 2	Page 5 of 9	First Issued September 2013 Last Reviewed September 2016
----------------------	-------------	---

<b>Reviewer</b> Governing Body	<b>BROOKFIELD JUNIOR SCHOOL</b> <b><u>Single Equality Scheme Policy</u></b>	<b>Review date</b> September 2019
--------------------------------------	--	---

**BROOKFIELD JUNIOR SCHOOL**  
**SINGLE EQUALITY SCHEME ACTION PLAN 2016-17**

Planned Outcomes	Planned Actions	Timescale	Monitored By
All staff and Governors are aware of the Single Equality Scheme and have awareness of their responsibilities	Raise awareness of Single Equality Scheme at: -Induction -Staff Team meetings	ongoing	DHT and Governors
To have positive male role models in school where possible	Encourage opportunities for male role models to volunteer in school .e.g. parent readers, Progressive Sports coaches, Bring your Dad to school Day.	Ongoing	DHT and Governors
Canvass opinions of parents about the school in order to help shape the school self-evaluation	Act upon results of parent questionnaires	Annual questionnaire	HT and Governors
Children to have awareness of UNICEF Rights of the Child	Assembly focus	Ongoing	Assembly Rota coordinator and Governors
Vulnerable children have greater involvement in clubs.	Monitor uptake of clubs	Termly	SENCo and Governors
Focus on underperforming vulnerable groups	Monitor progress of groups following assessments and at Pupil Progress meetings	Ongoing	SENCo and Governors
All stakeholders can access every aspect of school life/building	Risk assessments to be carried out where necessary. Environmental walks to take place on a regular basis to ensure accessibility. Reasonable adjustments will be made to include all pupils fully including school visits and residential trips.	Ongoing	Business manager and Governor
Parents to have equal access to all communication with school including EAL parents	Hard copies of letters and end of year reports to be distributed at parent request (ie if no internet access). Text reminders. Offers of help to complete any online applications etc Translated copies when requested.	Ongoing	Receptionist and Governors

Issue Number <b>2</b>	Page 6 of 9	First Issued September 2013 Last Reviewed September 2016
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<b>Reviewer</b> Governing Body	<b>BROOKFIELD JUNIOR SCHOOL</b> <b><u>Single Equality Scheme Policy</u></b>	<b>Review date</b> September 2019
--------------------------------------	--	---

## Equality Scheme for Accessibility

Issue Number <b>2</b>	Page 7 of 9	First Issued September 2013 Last Reviewed September 2016
-----------------------------	-------------	---

<u>Reviewer</u> Governing Body	<b>BROOKFIELD JUNIOR SCHOOL</b> <b><u>Single Equality Scheme Policy</u></b>	<u>Review date</u> September 2019
--------------------------------------	--	---

## The Disability Equality Duty (DED)

### 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 effect on his/her ability to carry out normal day-to-day activities.

### The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating 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.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Brookfield Junior School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. Consultations with all

Issue Number <b>2</b>	Page 8 of 9	First Issued <b>September 2013</b> Last Reviewed <b>September 2016</b>
-----------------------------	-------------	---



<b>Reviewer</b> Governing Body	<b>BROOKFIELD JUNIOR SCHOOL</b> <b><u>Single Equality Scheme Policy</u></b>	<b>Review date</b> September 2019
--------------------------------------	--	---

stakeholders will be undertaken in order to ascertain needs/particular issues. The Equality Scheme for Accessibility will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- The achievement of disabled pupils will be monitored and the data checked to see if there are trends or patterns that may require additional action/help in order to raise standards and ensure inclusive teaching.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
- The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
- As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

Issue Number 2	Page 9 of 9	First Issued September 2013 Last Reviewed September 2016
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