



Journeying together with God

Bramley St Peter's C of E (VA) Primary School

EQUALITIES

Ratified by the Governing Board on 17th November 2021 – update agreed on 13th June 2024

Policy statement (reviewed every three years)

Equality objectives (published every four years) – updated 23/24

Progress towards the aims of the general public sector equality duty
(published annually)

At Bramley St. Peter's our understanding of equality is underpinned by our vision and values:

We nurture children by providing an environment where they feel safe, loved and secure. This enables them to be well prepared for the journey ahead. We celebrate the uniqueness of every child of God and encourage them to shine.

From this firm foundation our pupils embark on their learning journey, exploring and making discoveries along the way. We encourage each child to enjoy the adventure and challenge of learning.

Within this journey, children learn to show care, love and respect. They develop the key skills they need for their learning journey, including self-respect and sensitivity to the needs of others.

WHAT DO WE MEAN BY EQUALITY?

At Bramley St. Peter's we understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

INTRODUCTION

Under [The Equality Act 2010](#) and [The Equality Act 2010 \(Specific Duties\) Regulations 2017](#) schools are no longer required to publish an equality scheme or action plan. The statutory requirements are for governing bodies of all maintained schools and academies to:

- draw up and publish equality objectives every four years (see below – page 4)
- annually publish information demonstrating how they are meeting the aims of the general public sector equality duty (see below – pages 7 to 10)
- draw up an accessibility plan and review this every three years (see accessibility plan – separate document).

It is still good practice however, for schools to make a statement about the principles used to review the impact on equalities of its policies and procedures, to identify how it fulfils its specific duties to publish information and how specific objectives will be determined and measured.

THE LEGAL FRAMEWORK

We welcome our duties under:

1. The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of;
 - age (*as appropriate for schools*);
 - disability;
 - gender reassignment;

- marriage and civil partnership;
 - pregnancy and maternity;
 - race;
 - religion and belief;
 - sex;
 - sexual orientation
2. The Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified, having due regard to:
- Eliminating unlawful discrimination, harassment and victimisation.
 - Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
 - Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

OUR GUIDING PRINCIPLES

In fulfilling the legal obligations outlined further on in this scheme, we at Bramley St. Peter's are guided by seven principles.

Principle 1: All members of the school and wider community are of equal value

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their race, ethnicity, culture, religious affiliation, national origin or socio-economic circumstances
- whichever their gender identity and sexual identity
- whatever their religious or non-religious affiliation or background
- whatever their age

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to 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 that reasonable adjustments are made
- race and ethnicity, so that different cultural backgrounds and experience of prejudice are recognised
- gender identity, including transgender people
- sexual identity/orientation so that the different needs and experiences of girls and boys, women and men lesbian, gay and bisexual people are recognised;
- religion belief or faith background;
- age (where appropriate).

Principle 3: We foster positive attitudes and relationships, and a 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 race, ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, lesbian, gay, bisexual and transgender people and an absence of sexual harassment
- positive intergenerational attitudes and relationships

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values

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 race, ethnicity, culture, religious affiliation, national origin or socio-economic circumstance
- whichever their gender and sexual orientation and with full respect for legal rights relating to pregnancy and maternity;
- whatever their age

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

In addition to avoiding or minimising possible negative impacts, 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 and socio-economic backgrounds
- girls and boys, women and men
- lesbian, gay, bisexual, heterosexual and transgender people
- age (where appropriate)

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 involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, and girls and boys
- lesbian, gay, bisexual, heterosexual and transgender people
- people of different ages and generations

Principle 7: We feel that the community 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 of a wide range of ethnic, cultural and religious and socio-economic backgrounds
- lesbian, gay, bisexual, heterosexual and transgender people
- both women and men, girls and boys
- people of different ages and between generations

Principles in themselves are not enough.

In the light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality in:

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

Our Equality Objectives for 2023 - 2024 are:

1. To promote cultural development and understanding through a rich range of experiences, both in and beyond the school
 2. To tackle prejudice and promote understanding in relation to people with disabilities and those of differing races, beliefs or religions, sexual orientation or gender
 3. To ensure that all pupils are given similar opportunities with regards to after-school clubs, activities and educational visits and experiences
 4. To promote respectful behaviour to all people both within and outside of the school community.
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ACTION PLANS

We recognise that the actions resulting from a policy are what make a difference. An accessibility action plan is reviewed every three years.

THE CURRICULUM

We will actively seek opportunities to review the curriculum (including the hidden curriculum) and curriculum subject or areas in order to ensure that teaching and learning reflect the seven principles outlined above. Specific projects are included in the SMSC (Spiritual, Moral, Social and Cultural) calendar, which is reviewed annually.

TRAINING

We will ensure staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

ETHOS AND ORGANISATION

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

- learners' progress, attainment and assessment
- learners' and staff personal development, welfare and well-being
- teaching styles and strategies

- admissions and attendance
- staff and governor recruitment, retention and professional development
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community
- participation of groups in wider school activities
- preparing all members of the learning community for living and
- positively contributing to a diverse society

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- 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, refugees and people seeking asylum
- prejudices reflecting sexism, homophobia and transphobia

Any prejudice-related incidents should be identified to the Senior Leadership Team immediately. All incidents will be assessed, recorded on CPOMS and dealt with in line with our policies. A summary of Hate Incidents is included in the Headteacher's report to governors.

ROLES AND RESPONSIBILITIES

The Governing Board is responsible for ensuring that the school complies with current legislation, and that this policy and its related procedures and strategies are implemented. The Resources committee has a watching brief regarding the implementation of this policy. The Headteacher, Ruth Esplin, is responsible for implementing the policy; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. She has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- challenge and deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.
- ensure pupils have the opportunity to have their voices heard with regards to equality issues

INFORMATION AND RESOURCES

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents and carers. This policy is available electronically on the school website and in hard copy on request at the school office. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

RELIGIOUS OBSERVANCE

We respect the religious beliefs and practice of all staff, pupils and parents/carers, and comply with reasonable requests relating to religious observance and practice.

STAFF DEVELOPMENT AND TRAINING

We ensure that all staff, including support and administrative staff and governors, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

BREACHES OF THE POLICY

Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Board.

MONITORING AND EVALUATION

Quantitative and qualitative data will be collected relating to the implementation of this policy and adjustments made as appropriate. In particular achievement data, broken down as appropriate according to special educational needs and disabilities, ethnicity, language, religious affiliation, national origin, sex, sexual orientation and age (as appropriate) will be analysed and used to inform objectives

PRIORITISING ACTIVITY

We will use the information gained from our involvement with all stakeholders and issues arising from our data (qualitative and quantitative) to prioritise activities for improvement.

This includes, but not limited to; school performance data, anti-bullying policy, accessibility plan, school development plan, curriculum plans, Governing Board minutes, equality training materials, policies and parent/carer and pupil surveys.

How are we meeting the aims of the general public sector equality duty?

What impact have we already had on disability equality within school?

We have a full time SENDCo who is non-class based so that support for SEND children takes a high priority. We work with a range of outside agencies to ensure that we identify strategies to ensure all our pupils' needs are met, using them to guide school towards effective resources, providing training for staff, meeting with parents and carers to support them and develop effective nurture provision to enable vulnerable children to overcome the barriers and challenges they have to learning.

We have an accessible toilet in school and a full care suite located adjacent to the The Hub. We have a lift which is wheelchair accessible. This is used by staff and pupils as required. There is a designated disabled parking space in the car park. Pupils with additional needs are encouraged and supported to participate in educational visits, including residential. The EVC and SENDCo work closely with LCC Health and Safety team to facilitate this. We work with a range of agencies including the school nursing team, STARS, Educational Psychology, VIS and SENIT. We also have a number of staff trained to administer care for a range of medical needs such as stoma bags, intimate care and physiotherapy.

Mental health has a high priority at Bramley St. Peter's, and we begin each half term with a whole school 'Healthy: Inside and Out' Day. In addition, as a school we run nurture sessions for

individual pupils or small groups who require additional support, provided by our highly trained Safeguarding and Pastoral Lead.

As an employer, where we have staff members with disabilities, we are able to support with access to their working environment including through the use of supports such as adaptable chairs and desks.

What key issues remain for our school? - Actions 2023 – 2024

Induction of new staff to ensure that are familiar with all children that may require adaptations to the curriculum or access due to disabilities.

In this academic year we would like to add some capacity to our pastoral provision and one of our HLTAs will have designated time to provide nurture support to pupils with SEMH needs.

What impact have we already had on race equality in our school?

School resolves and reports all racist incidents, discussing them with both the victims and perpetrators. We aim to use a restorative approach, ensuring the victim feels that the incident is dealt with to their satisfaction. Racist incidents are handled rigorously and reported in line with LA policy. We celebrate Black History month, as well as promote racial equality throughout the year. We promote diversity in our SMSC calendar, in the PSHE curriculum and in Collective Worship. We regularly-review our curriculum provision to ensure that resources reflect our diverse society.

What key issues remain for our school? - Actions 2023 – 2024

The demographic of our school community is changing and more multilingual pupils and families are joining us from other countries. We need to ensure we build and establish effective induction systems so that we can gain important information about our pupils' prior experience and cultures.

To use and apply the SMSC calendar to whole school planning so that all pupils feel valued and included.

What impact have we already had on gender equality in our school?

Through our school ethos, staff, pupils, parents and carers all understand that gender equality is the norm. No-one should be discriminated against because of their gender. Through the SMSC calendar, Collective Worship and our PSHE curriculum, all pupils understand they have an equal right to learning irrespective of their gender and that pupils can take part in all activities without adhering to stereotypical ideas of gender imbalance. Years 5 and 6 discuss specific issues around stereotyping and gender as part of the Relationships, Sex and Health (RSE) Education curriculum.

Performance data (subject to the impact of Covid) is analysed to identify possible differences in levels of attainment between boys and girls and findings are acted upon.

What key issues remain for our school? - Actions 2023 – 2024

Continue to monitor the gender gap in terms of attainment and achievement for both boys and girls.

What impact have we already had on socio-economic equality in our school?

The welfare of members of our school community in financial need is paramount. Whenever possible we work with our vulnerable families to provide them with items such as food, bedding, clothing, toys, and art and craft materials. We participate in the Inner West Uniform Exchange

and have our own second hand uniform stalls – parents can find high quality, second-hand uniform at no cost. Our uniform policy includes items with the school logo/badge, but we also offer the option of plain items that can be sourced cheaply from supermarkets.

What key issues remain for our school? - Actions 2023 – 2024

To continue to monitor the gap in terms of attainment, achievement and participation for disadvantaged pupils (please refer to the Pupil Premium policy and spend document for further details). See equality objectives 1 and 3.

To ensure we are up to date with what is on offer to support families so that we are able to signpost and make referrals.

A continuation of identifying need and offer appropriate support and experiences e.g. taking part in extra-curricular activities

What impact have we already had on sexuality and transgender equality in our school?

We have an inclusive school vision, and this includes a commitment to eradicating homophobic, transphobic and bi-phobic stereotyping and bullying. Incidents of HBT bullying are taken seriously and are recorded as such on CPOMS. We continue to invest in resources that promote diversity and support the implementation of the PSHE curriculum.

On the recommendation of the local authority, we have amended the RSE policy following consultation with pupils. RSE lessons in years 4 and 5 are delivered in class groups rather than single gender groups.

What key issues remain for our school? - Actions 2023 – 2024

To continue to monitor incidents of HBT bullying.

To ensure that policies and practice is informed by The Church of England Guidance 'Valuing All God's Children'.

Create and implement a whole school diet of reading which contains a range of books where all communities and pupils see themselves represented e.g. same sex parents.

See equality objective 2.

What impact have we already had on age equality in our school?

Through our taught and our wider curriculum, we recognise and celebrate the contributions and achievements of people of all ages.

Our collective worship programme includes and celebrates the contribution that older people make to our community and society at large.

What key issues remain for our school? Actions 2023 – 2024

Commencing September 21 we have partnered with Leeds DEC to participate in an intergenerational project which is part of the Care Home Friends and Neighbours; Intergenerational Linking initiative. See equality objective 4.