



Brampton Village Primary School

Equality Policy

Date Agreed	March 2019
Date of Review	March 2022

MAKING EQUALITY A REALITY

Promoting inclusion and managing for diversity

The school's context

Brampton Village Primary school was formed on September 1st 2007 as a result of an amalgamation of Brampton Infant and Junior Schools. It is a larger than average primary school with over 450 pupils on roll.

Social and Economic Backgrounds

- Brampton has a mixed socio-economic population, including parents who commute to London and Cambridge, 9% from Service families and a large area of rented housing.
- FSM is at 10%;
- Children with SEN (12%) is broadly in line with national averages; 14 pupils have an Education Health Care Plan.
- Children of minority ethnic background (18%) and with EAL (5.7%).
- Mobility has traditionally been higher than average because of the proximity of a RAF base.
- Attendance is good with 95.8% (Spring 2019); unauthorised absence is below 1% (0.5%).

Statement of Values and Aims of the Policy

Inclusion at Brampton Village Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. This is a whole-school policy – equality applies to all members of the school community, students, staff, governors, parents and community members.

It is based on the following core values as expressed in this school's aims/mission statement.

At Brampton Village Primary School every child matters and each individual is valued for the unique contribution he or she makes to our community. We expect everyone to show respect for others, to be courteous, responsible and caring and we actively foster such behaviours. Our aim is to create an environment which promotes children's self-esteem, to make our school a place where pupils feel happy, safe and able to enjoy learning. We strive to provide a learning climate in which children can flourish and achieve their very best, where they can celebrate their differences and develop the skills and confidence to build happy and successful futures. By working closely with parents and the community we aim to build strong and effective partnerships, which help children to thrive.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. This school will take steps to:

- Promote equality of opportunity and access
- Promote racial equality and good race relations
- Oppose all forms of prejudice and discrimination
- Ensure pupils with a disability have access to the school buildings and to the curriculum

This policy is supported by an action plan or is reflected in the school development plan that outlines specific tasks which the school will undertake in order to achieve the aims set out in this policy document.

Leadership and Management

The governing body and school management aim to create a clear ethos which:

- Reflects our commitment to equality for all members of the school community
- Promotes positive approaches to valuing and respecting diversity.

The reviewing and drafting of all policies includes current local and national guidance on equality and inclusion and all staff contribute to the development and review of policy documents. Governors are involved and take steps to encourage the contributions of parents and pupils.

We will monitor teaching and curriculum developments to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.

Additional grants and resources (such as those provided for minority ethnic and Traveller pupils, School Access Initiative, etc.) are appropriate targeted and monitored.

The policy and action plan will be available for staff, governors, pupils and the school community.

Responsibility

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our governors are responsible for:

- The effective implementation of this policy and for ensuring compliance with discrimination law.
- Making sure this policy and its procedures are followed

The headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination

All our staff are responsible for

- Dealing with racist incidents, and being able to recognise and tackle bias and stereotyping
- Promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender or disability
- Keeping up to date with the law on discrimination and taking training and learning opportunities

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Responsibility for overseeing equality practices in the school lies with a named member of staff and governor. Responsibilities include:

- Coordinating work on equality issues
- Dealing with reports of harassment

Promoting Equality and Managing for Diversity

a) Staffing – employment and training

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and Cambridgeshire County Council guidelines.

We will take steps to encourage people from under represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our school's employment practices.

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

b) Curriculum

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis.

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

c) Teaching and Learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of student's experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Student grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resource and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic, Gypsy and Traveller children; displays to be positioned at eye level, etc.

d) Assessment, Student Achievement and Progress

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor student performance and staff will use a range of methods and strategies to assess student's progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

We will analyse student performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum, planning, teaching and support.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. Pupils are consulted on issues relating to life at school, for example their progress, appropriate to their developmental level.

e) School Ethos

This school opposes all forms of racism, prejudice and discrimination.

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups and range of abilities.

Clear procedures are in place so that all forms of bullying and harassment, including racism, harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Cambridgeshire LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

f) Behaviour, Discipline and Exclusion

This school expects high standards of behaviour from all pupils, appropriate for their development level.

There are strategies to reintegrate long-term non-attenders and excluded pupils which address the needs of all pupils.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline.

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

We monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

This school will take all reasonable steps to prevent the exclusion of a student for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages and large print.

g) Personal Development and Pastoral Care

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children.

The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning.

We expect work experience providers to demonstrate their commitment to equality, including race equality.

Victims of harassment and bullying, are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

h) Admissions

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay traveller and Refugee pupils and those with English as an additional language.

This school will not discriminate against a disabled student in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment, it is determined that the student's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms or gathered at admissions interview.

i) Attendance

Families are aware of their rights and responsibilities in relation to student attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We expect full-time attendance of Traveller and Gypsy pupils.

j) Partnership with Parents and the Community

We monitor parental involvement and have strategies to raise participation of under represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

This school encourages participation with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

k) Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- Highlighting how English has borrowed from other languages
- Raising awareness of the similarities and differences between English and other languages
- Reflecting the multilingual nature of wider society in our resources and displays

Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and Review

This policy and its implementation will be regularly monitored and reviewed by staff and governors to ensure that it does not disadvantage particular sections of the community.

The Headteacher is responsible for equality and will evaluate the effectiveness of the policy annually.

The Headteacher will provide monitoring reports for review by the Governing Body.

The School's Commitment to Race Equality

The school is fully committed to meeting its obligations under the Race Relations Amendment Act 2000 and this is reflected in the policy statements above. To meet the specific duties of the RRAA 2000 we will:

- *Ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable*
- *Respect and value differences between people*
- *Prepare pupils for life in a diverse society*
- *Make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued*
- *Promote good relations between different racial and cultural groups within the school and within the wider community*
- *Ensure that an inclusive ethos is established and maintained*
- *Acknowledge the existence of racism and taking steps to prevent it*
- *Oppose all forms of racism, racial prejudice and racial harassment*
- *Be proactive in tackling and eliminating unlawful discrimination*

Meeting the specific duties

We will consider the implications for race equality and cultural diversity in planning and developing new policies. Where appropriate, policies will include an explicit statement on race equality.

Ethnic background data is kept up to date and is used to monitor pupils' attainment and progress and to set targets.

Ethnic data is used to monitor all areas of school life, for example the take up of extra curricular activities, exclusions, rewards and sanctions. Any pattern of inequality we find is used to inform future planning so that we can eliminate any racial discrimination.

We monitor the effects of our policies on parents/carers from different racial groups through various methods of consultation.

We monitor staff applications for posts, retention, professional development and promotion.

Within our regular review cycle, we assess, monitor and evaluate policies and strategies that are relevant to race equality, to see how effective they are in eliminating discrimination, promoting equality and good relations between different racial cultural groups.

Ethnic monitoring of student attainment, racist incidents, exclusions and other areas of school life identified in the School Development Plan will be shared with parents/carers, governors and staff on a regular basis. However, we will ensure that no published information will identify individuals.

Disability, Accessibility and Inclusion

Aim of the School's Policy and Accessibility Plan.

The aim of our school is to ensure wherever possible that disabled people should have the same opportunity as non-disabled people in their access to education and prevent any form of unlawful discrimination on the grounds of disability.

Meeting Statutory Duties

The governing body will take appropriate measures to ensure it meets its statutory duties:

- not to treat disabled pupils and potential pupils less favourably than other non disabled pupils
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

These measures are detailed in this policy and the school's Accessibility Plan.

Staff Training

The governing body will take steps to ensure that employees and those working with the school's authority:

- support the governing body in meeting its duties
- do not act in such a way that renders the governing body liable to a claim of discrimination

The governing body will therefore ensure that all staff and those working with the authority of the school are aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools. It will ensure that senior management of the school have a more detailed understanding of the requirements of the Disability Discrimination Act and the Disability Code of Practice for Schools.

Less Favourable Treatment and Reasonable Adjustments

There will be occasions where the treatment of disabled children is different from non-disabled pupils. In such cases the school will be able to demonstrate that such treatment is justified. The reason for the less favourable treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The school will also demonstrate

that it has taken all reasonable steps to avoid the disabled student being placed at a significant disadvantage.

Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration including:

- *the need to maintain academic, musical, sporting and other standards*
- *the financial resources available*
- *the cost of taking a particular step*
- *the extent it is practicable to take a particular step*
- *health and safety requirements*
- *the interests of other pupils*

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.

Meeting the School's Anticipatory Duties

We recognise that the duty to make reasonable adjustments for disabled pupils is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- ensuring providers of facilities for school trips and extra curricular activities can accommodate disabled pupils before making bookings in advance;
- reviewing staffing arrangements to ensure the school is in a position to administer medication if required
- ensuring there are special arrangements in place for disabled pupils who are taking examinations
- ensuring our policies and procedures for bullying cover issues of disability
- working closely with parents and disabled pupils to identify potential barriers to participation and devise reasonable adjustments to overcome them: ensure that staff are trained and briefed on the Disability Code of Practice for Schools issued by the Disability Rights Commission.

We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include (i) creating an ethos and culture which is opening and welcoming so that parents and pupils feel comfortable about sharing information about the disability (ii) asking parents when they visit the school during the admissions process about the existence of a disability (iii) providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip) (iv) monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies.

Accessibility and inclusion (Accessibility Plan)

The success of our school will ultimately be judged by the extent to which it serves our community, and people with special educational needs and/or disabilities are an integral part of our community. We have produced an accessibility plan which shows how we propose to make our school buildings as accessible as possible, how we intend to improve access to a full, broad

and balanced curriculum, and how we plan to make information normally provided by the school in writing, available to disabled pupils.

Our school believes that improving access to education and educational achievement by disabled pupils ensures equality of opportunity, encourages full participation in society, and improves the likelihood of independent living and economic self-sufficiency in the future. We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.

- We will improve the accessibility of the physical environment within the resources available
- Our school accessibility plan includes a training programme for staff on further differentiating the curriculum and disability awareness.
- We identify and monitor the performance of different groups of pupils: boys/girls; minority ethnic groups; SEN; disabled pupils' travellers; Looked After pupils; EAL; chronic medical conditions.
- Assessment procedures take into account the SEN Code of Practice; the needs of EAL pupils; the needs of minority ethnic pupils, including Travellers.
- We have a policy/procedure for involving all children in the assessment of their learning and monitoring this involvement and the outcomes.
- Educational inclusion is an integral part of the school development programme and continuous professional development.
- We deploy resources to pupils with SEN in line with the expectations of the SEN Code of Practice.

Member of staff responsible for equality and race equality: Headteacher