

BROOKLAND INFANT AND NURSERY SCHOOL



EQUALITY POLICY AND SCHEME

Reviewed September 2022

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1: Vision and Values

Our equality vision and the values that underpin school life

“Enjoyment of Learning, Achievement for All”

At Brookland Infant & Nursery School, we are committed to being a learning community, where all members of the community love to learn. We aim to create an environment for learning which will encourage all children and staff to achieve the highest possible standards through the provision of a broad, balanced and creative curriculum, high expectations, positive feedback for a task well done and through committed, enthusiastic and effective teaching.

At Brookland Infant & Nursery School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here and therefore are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school irrespective of gender, race or disability.

We will work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

We will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

In fulfilling the legal obligations in Section 3, we are guided by the following principles which are pertinent to our school and its community:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or no religious affiliation or faith background
- Whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same.

Our policies, procedures and activities must not discriminate but must nevertheless 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
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, 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 ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that 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 ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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

In addition to avoiding or minimising possible negative impacts of our policies, 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 backgrounds
- girls and boys, women and men.

2: School Context

The characteristics of our school

A brief description of our school and its community setting

Brookland Infant and Nursery School is a three form entry Infant School with its own Nursery unit in Cheshunt, Hertfordshire. Cheshunt is on the fringe area of London close to the London borough of Enfield, sitting just outside of the M25. The children come from mixed social backgrounds.

The school has a good reputation in the local area, providing a safe learning environment and a high quality education where children are encouraged to become independent learners. The school shares a site with Brookland Junior School and Lulu's Pre-School (a private entity). Most of our children transfer to the Junior School at the end of Key Stage 1. Well established and effective arrangements are in place to support the transition of children into our school and onto Y3 in the Junior School.

The curriculum was revised in 2021 and we have planned a curriculum with rich opportunities for high quality learning through a broad and balanced cross-curricular programme of work which enthuses and motivates pupils.

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Characteristic	Total	Breakdown (number and %)
Number of pupils (2022-23)	239 40 279	Infants Nursery TOTAL 137 Female (49%) 142 Male (51%)
Number of staff	49	46 Female 3 Male
Number of governors	7	4 Female 3 Male
Religious character		None
Attainment on entry		Average is lower than age related expectations
Mobility of school population		Mobility through KS1 is variable. We have noticed a gradual increase in mobility
Pupils eligible for FSM	12%	28 infant children (28/239)
Deprivation factor	12%	Pupil Premium Children (34/279)
Disabled staff	1	
Disabled pupils (SEN/LDD) 2022-23	4	children with statements/EHCP
Disabled pupils (no SEN)	0	
BME pupils	144	52%
BME staff	1	2%
Pupils who speak English as an additional language	88	32% of children 28 languages other than English
Average attendance rate	93%	Whole School – 2021- 2022
Significant partnerships, extended provision, etc.		Linked to Brookland Junior School CHEXS Lulu's Pre-School (on site)
Awards, accreditations, specialist status		Good School (Ofsted 2018) Healthy Schools Green Trees Silver Award Youth Sport Trust Silver Quality Mark EY quality mark – silver Modeshift Stars Bronze Award for Travel Plan

3: Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Specific Duties of the Equality Act 2010

The specific duties enable schools to meet their obligations under the Public Sector Equality Duty

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership (staff only)

Disability

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

At Brookland Infant School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to disabled pupils.

PSHE

PSHE supports good practice in educating pupils about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

4: Roles and Responsibilities and Publish Information

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

The Headteacher has responsibility for:	Supported by:
Single equality scheme	Head/SENCO
Disability equality (including bullying incidents)	Head/Deputy/SENCO
SEN/LDD (including bullying incidents)	SENCO
Accessibility	Governing Body / Head
Gender equality (including bullying incidents)	Head
Race equality (including racist incidents)	Head
Equality and diversity in curriculum content	Subject Leaders
Equality and diversity in pupil achievement	Headteacher/SENCO
Equality and diversity - behaviour and exclusions	Headteacher
Participation in all aspects of school life	Head/SLT
Impact assessment	Head/Governing Body
Stakeholder consultation	Governing Body
Policy review	SLT & Governing Body
Communication and publishing	Office Staff

Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes. Following this regular impact assessment, the whole equality scheme will be reviewed annually.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. At Brookland Infant School we will publish information through the school website.

At Brookland Infant School we will publish the following information:

- Evidence of staff training on the Equality Act 2010
- Copies of policies where the importance of avoiding discrimination and other prohibited conduct is expressly noted
- Attainment data which shows how different groups of pupils with different cultures are performing
- Aspects of the curriculum which explore different cultures and promotes understanding of different religions
- Involvement with the local communities

We aim to be transparent and open about the information on which we base our decisions

Commitment to action**Our Governors will:**

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|---|---|
| Policy Development & Implementation Behaviour | <ul style="list-style-type: none"> • Provide leadership and drive for the development and regular review of the school's equality and other policies and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies • Provide appropriate role models for all managers, staff and pupils • Congratulate examples of good practice from the school and among individual managers, staff and pupils |
| Public Sector Duties | <ul style="list-style-type: none"> • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents • Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority) • Highlight good practice and promote it throughout the school and wider community |

Our Headteachers and Senior Leaders will:

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|-----------------------|--|
| Policy Development | <ul style="list-style-type: none"> • Initiate and oversee the development and regular review of equality policies and procedures • Consult pupils, staff and stakeholders in the development and review of the policies |
| Policy Implementation | <ul style="list-style-type: none"> • Ensure the effective communication of the policies to all pupils, staff and stakeholders • Ensure that managers and staff are trained as necessary to carry out the policies • Oversee the effective implementation of the policies • Hold team leaders accountable for effective policy implementation |
| Behaviour | <ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and pupils • Highlight good practice from staff and pupils • Provide mechanisms for the sharing of good practice |
| Public Sector Duties | <ul style="list-style-type: none"> • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents • Ensure that the school carries out its statutory duties effectively |

Our Teachers and Support Staff will:

- | | |
|---------------------------------|--|
| Policy Development | <p>Have the opportunity to:</p> <ul style="list-style-type: none"> • Contribute to consultation and reviews • Raise issues with senior leaders which could contribute to policy review and development |
| Policy Implementation Behaviour | <ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils • Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme |
| Public Sector Duty | <ul style="list-style-type: none"> • Provide a consistent response to incidents, e.g. bullying cases and racist incidents • Contribute to the implementation of the school's equality scheme |

The school operates equality of opportunity in its day to day practice through:

Teaching and Learning

Admissions and Exclusions

Equality and Staffing

We comply fully with legislation which protects all our staff (including teachers, support staff and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice related incidents
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

5: Engagement

Involving our learners, parents/carers and others

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community.

We welcome the participation and involvement of people from broad and diverse backgrounds and of different abilities.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community - and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included in published information showing how the duty has been addressed.

6: Using information – Equality Impact Assessment, data and other information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively).

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender. The Local Authority provides us with a range of services to support the equality agenda and helps us to identify our strengths and those areas requiring action.

7: Our School's Equality Objectives

Key priorities for action

Achievements to date:

Attainment of Pupil Premium Children	Socio-economic	Analysis of data had shown that the gap was widening in all areas for pupil premium children due to the impact of the pandemic. Previously the gap was gradually closing in some year groups, but the change needed to accelerate.
Curriculum	Race	Review of curriculum to take opportunities to promote local, national and international aspects of interest to the community. Staff taking opportunities to use relevant stimuli to motivate and enthuse the students.

Future Objectives:

We have achieved the silver Early Years Quality Standard for (EYQS) which included an environmental rating. It identified a lack of images and resources that represent diversity in our community. We have started to address this issue but feel that the action should be broadened across the school to promote diversity and equality (gender, race and disability). The English Lead is auditing and updating the books available in the classroom to reflect our increasingly diverse community.

We are aware that the vast majority of our school classroom staff (teachers and teaching assistants) are female. Two teaching assistants are male and we have an additional male on the premises team; we would like to increase the ratio of male role-models helping in school.

Analysis of Data shows that girls are achieving higher than boys in Literacy for both reading and writing. We need to narrow the gap between girls and boys at the higher levels for Literacy.

List of equality objectives:

Equality Objectives	Protected Characteristic
1. To increase the range & quantity of positive images and resources across each year group to reflect the diversity of the community	Race Gender Disability Sexual orientation
2. To increase the number of male role models in school	Gender
3. To close the gap in attainment between girls and boys in Maths and Writing	Gender
4. To close the gap in attainment between disadvantaged children and other children particularly in Maths and Writing	Socio-economic

Equality Objectives Action Plan

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
To increase the range & quantity of positive images and resources across each year group to reflect the diversity of our community	Race Gender Disability		✓		Advance equality of opportunity Foster good relations	Teachers Teaching Assistants	Increase range & quantity of re-sources to reflect class groups Re-audit & establish minimum expectation is satisfied in each class	Ongoing	July 2025
To increase the number of male role models in school (staff, students and volunteers)	Gender		✓		Advance equality of opportunity Foster good relations	Teachers	Positively discriminate when taking students/work experience students in favour of males. Promote the enrolment of male helpers in the class room and around the school Plan 'opportunities' for Dads to visit and take part in sessions (one a term?)	Ongoing	July 2025
To close the gap in attainment between disadvantaged and other children	Socio-econom ic				Advance equality of opportunity	SLT Teachers	There is no current data See the SDP and recovery plan for actions and impact	Ongoing support	July 2025
To improve the attendance of disadvantaged children	Socio-econom ic				Advance equality of opportunity	SLT Teachers	Despite Covid 19 the current attendance figure for disadvantaged children closely matches that of non-disadvantaged (see HIP report Oct 2020) This needs to be monitored throughout the year to see if it is maintained. Where there are disadvantaged families for who there are attendance issues we continue to monitor the situation, offer support and meet with them regularly.	Review termly	

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
New objective: To improve the attendance of disadvantaged children	Socio-economic				Advance equality of opportunity	SLT Teachers	Persistent absenteeism will be addressed quickly. Support will be offered to families.	Overall attendance will rise by 10%	