



*"Working together to fulfil potential"*

# EQUALITIES SCHEME

Policy Number	9
Target Audience	Parents, Pupils and Staff
Approving Committee	Curriculum
Last Review Date	Nov 2021
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Policy Author	CM

# Mission Statement

At James Brindley we provide a range of opportunities for celebration and reflection. All children are nurtured in a safe and caring environment. Pupils are encouraged and guided so that they grow into confident, tolerant and independent individuals.

Teaching and learning will be matched to the appropriate stage of children's physical, mental, social, spiritual, moral and cultural developmental needs. The SLT and all staff will be proactive in implementing and promoting inclusive, Dyslexia Friendly teaching and practice.

All will benefit from a rich, broad, balanced curriculum that will be taught in an interesting, exciting and imaginative manner with many opportunities for first-hand experience, practical work, investigation and learning through play. The curriculum will be enlivened and enriched by visits, visitors, and extensive use of the environment. The key skills in Maths, English, Computing and Science are given prominence in our curriculum and pupils are expected to reach high standards in these areas. We provide a broad and rich curriculum and creative aspects of the curriculum are taught very well, including Art, Geography, History PE, Dance and Drama; all of which form a central part of pupils educated at James Brindley.

All will have high expectations and set high standards for themselves and others. All will be treated fairly and listened to. All will have an opportunity to take responsibility, build their self-esteem and develop their self-confidence.

Success will be promoted and achievement will be celebrated.

Parents and the wider community will be equal partners with the school.

The school will be a welcoming, friendly, bright, lively and happy place where children feel secure, where good behaviour is expected and where they enjoy growing up.

## **Values**

Our values will be reflected in what we do, what we think and what we say.

We offer respect, friendship, consideration and compassion.

Through perseverance and by valuing ourselves, we know that we can achieve our full potential.

At James Brindley, we take pride in how inclusive and diverse we are. We have a whole school approach to teaching the Equality Act 2010, which teaches our children that everyone is welcome at James Brindley - there are **'No Outsiders'**. We respect one another's race, religion, gender identity, age, disabilities, sexual orientation and gender

## **1. INTRODUCTION**

The single public sector equality duty requires schools to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.

- Foster good relations.

This Scheme deals with the school's provisions of the Equality Act 2010 which prohibit schools from discriminating against, harassing or victimising:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils
- staff

Schools have had obligations not to discriminate against people with protected characteristics under the Gender Equality Act, the Race Equality Act and the Disability Discrimination Act.

This Equalities Scheme harmonises the previous equality legislation and brings together previous documentation and expectations. The overall objective of our school's Equality Scheme is to provide a framework for us to pursue our equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all its activities. The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members. Partners and contractors are also expected to abide by the policy. We believe that avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life.

### **Our Equality Objectives**

- **Train appropriate governors and staff involved in recruitment and selection on equal opportunities and non-discrimination.**

This is to ensure all recruitment procedures are fair and provide equal opportunity to people with any of the protected characteristics. Training will be offered to fulfil this requirement and progress will be monitored by the H&S Committee.

- **To promote cultural understanding and awareness of different religious beliefs and customs**

This objective was chosen because we sit at the heart of a community that is predominantly white and declares Christianity as the predominant chosen religion. It is imperative that we teach an understanding and acceptance of all faiths and acceptance of those that do not have a prescribed faith. This will be monitored by the HT, SLT and RE Lead, through our curriculum monitoring and reviews.

### **The responsible body for ensuring that James Brindley CPS meets its equalities duty is the Governing Board.**

This Equalities Scheme shows how the school will protect all pupils within the school who are vulnerable because of their protected characteristics.

### **In terms of this scheme protected characteristics are:**

- Age
- Disability
- Gender reassignment

- Marriage and Civil Partnerships
- Pregnant or on Maternity Leave
- Race
- Religion or belief
- Sex
- Sexual orientation

The people covered by the School Equalities Scheme are:

- Prospective **pupils** (in relation to admissions arrangements).
- **Pupils** at the school (including those absent or temporarily excluded).
- **Former pupils** (if there is a continuing relationship based on them having been a pupil at the school).
- **Staff** (in relation to their roles in school)

We recognise that under the Equalities Act it is unlawful to discriminate in the following ways:

- Direct discrimination (including discrimination based on perception or association).
- Indirect discrimination.
- Discrimination arising from disability.
- Failure to make reasonable adjustments (for disabled people).

We recognise that under the Equalities Act it is unlawful to Harass or Victimise members of the school community because of their protected characteristics.

We recognise that it is lawful to take positive action to ensure that a member of the school community are not discriminated against, harassed or victimised because of a protected characteristic.

The school has collected the following information in relation to protected characteristics.

**1a) Information about Protected Characteristics in Pupils**

	<b>Pupils</b>
• Age	<b>251</b>
• Disability	<b>0</b>
• Gender reassignment	<b>0</b>
• Marriage and Civil Partnerships	<b>N/A</b>
• Pregnant or on Maternity Leave	<b>N/A</b>

• Race	<b>22</b>
• Religion or Belief	<b>8</b>
• Gender	<b>Male 130 Female 121</b>
• Sexual Orientation	<b>0</b>

**1b) Information from pupil data and school audit**

Number of pupils	251
Free School Meals eligibility [%]:	6%
Special Educational Needs: - SEN Support: - with EHCP:	17 9
Social Deprivation:	Low deprivation levels in the area
No of teachers:	9
No of teaching assistants:	11
Other Staff	17

**2. Main Priorities**

Maintenance of Standards  
Curriculum Enrichment  
Early Years

**2.1 How well do pupils within the protected characteristics achieve?**

The achievements of pupils with disabilities, including those with Special Needs are analysed and evaluated in the same way as pupils without special needs or disabilities. All pupils with protected characteristics perform well. This information is reported to the Governing Board in the form of an annual assessment report via the Curriculum and Standards Committee. Broadly, all pupils attain well at James Brindley CPS including those with protected characteristics.

Detailed assessment data is available for:

Boys/Girls Disabilities  
(inc SEN)  
Race (inc Ethnicities)

This can be obtained from the headteacher

**2.2 How well do pupils within the protected characteristics participate?**

All pupils participate in activities at James Brindley CPS. The participation of pupils with protected characteristics in the wider life of the school is monitored by the leadership team.

### **2.3 How do we develop the diversity agenda and engage with the wider community?**

The School Improvement Plan ensures targets are implemented that cover the diversity agenda. **We demonstrate and are successful in promoting an approach to inclusion which is part of an overall improvement strategy** based on the development of:

- An inclusive ethos
- A broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation; and
- High expectations and suitable targets for all pupils.

Targets are set for all pupils and opportunities are made available for pupils with disabilities to partake in all school activities. Off-site trips are risk assessed prior to the trip to ensure pupils with disabilities have access

### **2.4 How do you ensure that staff receive appropriate training on Equalities and Diversity Issues?**

Training is planned in line with school priorities. The equality agenda is discussed via staff meetings and briefings.

## **3. Making it Happen**

### **3.1 Views of those consulted during the development of the Equalities Scheme**

Information is gathered from a range of people associated with the school and is used in school policies, the school improvement plan, setting priorities and monitoring outcomes. The information is needed to allow the school to plan for the future so that the needs of the community can be anticipated under the planning duty and met for all users. The information is used in such a way that individuals will be unidentifiable and therefore confidentiality is maintained.

#### **3.1 i) *Views of the disabled community***

Not available

#### **ii) *Views of parents***

Questionnaire was sent to parents

Informal feedback is given by parents at frequent intervals i.e. parents' evenings

#### **iii) *Views of children***

Pupil questionnaires were used to collect this information

#### **iv) *Views of other agencies***

Not available

#### **v) *Views of Governors***

Through Committee meetings

### **3.2 Admissions**

The admissions authorities for maintained schools in England must comply with the Schools'

Admissions Code produced by Department for Education which sets out the law relating to school admissions. Local authorities have an important role in monitoring compliance with the Admissions Code and are required to report annually to the Schools' Adjudicator on the fairness and legality of the admissions arrangements for all schools in their area, including those for whom they are the admissions authority.

The Admissions arrangements do not discriminate against, harass or victimise pupils:

- in deciding who is offered admission as a pupil
- in deciding the terms on which you offer to admit the pupil
- by not admitting the young people with protected characteristics as pupils.

Our admission policy is reviewed by the LA and any changes to this policy are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

### **3.3 Provision of Benefits Services and Facilities.**

At James Brindley CPS we don't discriminate against a pupil in the provision of education or access to any benefit, facility or service. The Governing Body of James Brindley CPS are responsible for ensuring there is no discrimination in relation to education or access to any benefit, facility or service.

James Brindley CPS does not discriminate against, or victimise a pupil:

- in the way we provide education for our pupils
- in the way in which we afford the pupil access to a benefit, facility or service
- by not providing education for the pupils
- by not affording the pupils access to a benefit, facility or service
- by subjecting the pupil to any other detriment.

Equally we ensure that our pupils with protected characteristics are not harassed through the provision of benefits, services and facilities.

At James Brindley CPS we review all policies covering the provision of benefits, services and facilities which could include (but not exclusively).

- Extra-curricular Activities
- Leisure activities
- Afterschool and homework clubs.
- Sports activities.
- School trips,
- IT facilities.
- School Uniform
- Work Experience
- Examinations
- Charging
- Behaviour and Discipline

At James Brindley CPS, all benefits, services and facilities policies are reviewed regularly by the Governing Board and any changes to these policies are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

### **3.4 Exclusion From School**

James Brindley CPS complies with *Improving Behaviour and Attendance: Guidance on exclusion from schools and Pupil Referral Units* by the Department for Education (DfE) ([www.education.gov.uk](http://www.education.gov.uk)), and will comply any subsequent guidance which sets out the law relating to exclusions. We understand that the exclusions guidance makes it clear that pupils should only be excluded from school as a last resort and that exclusions should only be made on grounds of a pupil's behaviour.

James Brindley CPS recognises that it has a duty to disabled pupils to make reasonable adjustments to its procedures if needed. This will be reviewed on a case by case basis but may include:

- disregarding behaviour which is a direct consequence of their disability
- making reasonable adjustments to manage such behaviour
- considering alternative, more appropriate punishments, and
- ensuring that a disabled pupil is able to present their case fully where their disability might hinder this.

James Brindley CPS Exclusion Policy is reviewed regularly by the Governing Board and any changes to the policy are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

All exclusions of pupils with protected characteristics are reported to the Chair of Governors at the time and an analysis of those exclusions is included in the Headteacher's report to Governors termly.

### **3.5 Complaints**

The Governing Board at James Brindley CPS has a complaints procedure as required under section 29(1) of the Education Act 2002 to deal with all complaints relating to the school.

James Brindley CPS recognises that it is usually in everyone's best interests to attempt to resolve disputes without the need for legal action, should we receive a complaint relating to discrimination because of a protected characteristic the complainant would in the first instance be encouraged to go through the complaints process.

In general complaints about specific issues which are not resolved at school level should be made to the following:

Claims about permanent exclusions from schools maintained by LAs, including community schools, voluntary-aided and voluntary-controlled schools and foundation schools and Academies	Education Appeal Panels / Independent Review Panel at the LA
Admission decisions for schools maintained by LAs, including community schools, voluntary-aided and voluntary-controlled schools and foundation schools and Academies	Education Appeal Panels at the LA

All other claims (including all claims against independent schools) in England	First-tier Tribunal (Special Educational Needs and Disability)
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At James Brindley CPS the Complaints Policy is reviewed bi-annually by the Governing Board and any changes to the policy are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

All complaints by parents of pupils with protected characteristics or the pupils themselves are reported to the Chair of Governors at the time and an analysis of those complaints is included in the Head Teacher's Report to governors termly.

### **3.6 Links with the School Improvement Plan**

In James Brindley CPS the philosophy of the school reflects an understanding of the requirements of the Equalities Legislation. All actions within the School Improvement Plan will be impact assessed to ensure that no action taken through the SIP will discriminate, harass or victimise pupils with protected characteristics

## **4 Accessing / reporting and reviewing the Equalities Scheme**

This scheme is reviewed and revised every three years. We will report, via the relevant reporting requirements, on aspects highlighted by the scheme.

### **4.1 Publishing**

The scheme will be published on the school website and available on request from the school office.