



Brecknock and Torriano Schools Federation Equalities Policy 2023-24

Committee	Curriculum
Last reviewed	November 2023
Next revision	Annual review of objectives
To be reviewed	November 2027
Equality Objectives	Set in November 2023 for 4 year period

Brecknock Primary School, Cliff Villas, London, NW1 9AL
Ph. 020 7485 6334 Email. admin@brecknock.camden.sch.uk

Torriano Primary School, Torriano Avenue, London, NW5 2SJ
Ph. 020 7424 0202 Email. admin@torriano.camden.sch.uk

Contents

Introduction	2
Purpose of Policy.....	3
Equality Objectives	3
Information about our compliance with the Equalities Act	4
Monitoring and reviewing the policy	7
Accessibility Plan	8
Roles and Responsibilities.....	8
Disseminating the policy	9
Key Contacts	9

Introduction

We are Gold Rights Respecting Schools where the rights of all are at the forefront of learning and practice.

We are committed to the Equality Act 2010 which is about ensuring inclusion and equality for all, so that no policies or practices result in unfair or less favourable treatment of pupils or adults on the grounds of a protected characteristic.

The protected characteristics in the Equality Act that apply to everyone are;

- Sex
- Sexual orientation
- Race
- Disability including learning difficulties
- Pregnancy and maternity
- Religion or belief including having no belief
- Gender reassignment

There are two further characteristics which apply to adults: age and marital or civil partnership status.

We also include other areas of equality, such as gifted or talented ability, social and economic circumstance and speakers of languages other than English. Our school is an inclusive school situated in a culturally diverse area, where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe every possible effort must be made to ensure that individuals within this school are valued and have the opportunity to develop their full potential within a context of mutual respect, justice and fairness. We have high expectations of all our staff and learners and ensure that they achieve their best, whatever their abilities, disabilities, gifts or talents. All individuals within the school are entitled to learn, teach and work within a non-threatening and supportive environment in which the development of self-esteem and confidence is enhanced. We want everyone in the school community to be proud of who and what they are and of their school community.

<u>Torriano Primary School</u>	
Pupils in school	444
Proportion of disadvantaged pupils	41%
Pupils with EAL	40%
Pupil premium	30%
Pupils with SEND	18 (EHCP - 6%)

<u>Brecknock Primary School</u>	
Pupils in school	302
Proportion of disadvantaged pupils	64%
Pupils with EAL	61%
Pupil premium	63%
Pupils with SEND	20% (EHCP – 5%)

This policy was developed after considering the needs of our school community. It is part of our commitment to promoting equalities and providing an inclusive school. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

Purpose of Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate on the basis of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

The Equality Act 2010 (Specific Duties) Regulations 2011, which requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The Public Sector Equality Duty or "general duty"

This requires all public organisations, including schools to

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Additionally, the "specific duties" require all public organisations, including the school to:

1. Publish information to show compliance with the Equality Duty
2. Publish equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Equality Objectives

This policy links to the Relationships Education policy, the Safeguarding and Child Protection policy, Behaviour policy, Equality policy and Online Safety policy.

Under the Public Sector Equalities Duty, the schools must prepare and publish equality objectives, updating every four years.

The objectives which we have identified represent our Federation's priorities and are the outcome of a careful analysis of data and other evidence. They also consider national and local priorities and issues. We review and update our equality objectives every year and report annually to the governing body on progress towards achieving them.

BPS:

- Increase the representation of teachers from global majority backgrounds over a 4-year period so that the federation develops a more diverse teacher workforce.
- To ensure the federation governing body is representative of our community.
- To identify and understand the intersectionality of our disadvantaged pupils to address barriers to improve attendance. (E.g. disadvantaged with SEND, vulnerable pupils, mobility).
- Ensure all staff understand the impact of "deficit thinking" on different groups in our school community.
- Improve early assessment and support for the development of language and communication skills at school entry, to build equity and access to the curriculum.

- Improve knowledge and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities and protected characteristics.

TPS:

- Increase the representation of teachers from global majority backgrounds over a 4-year period so that the federation develops a more diverse teacher workforce.
- To ensure the federation governing body is representative of our community.
- To identify and understand the intersectionality of our disadvantaged pupils to address barriers to improve attendance. (E.g. disadvantaged with SEND, vulnerable pupils,).
- Improve knowledge and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities and protected characteristics.
- Ensure all staff understand the impact of "deficit thinking" on different groups in our school community.
- To ensure inclusive practice supports every child's engagement and agency.

Information about our compliance with the Equalities Act

As a Gold Rights Respecting Schools, we are committed to creating an inclusive school which promotes diversity and equality and fundamental British Values. Teachers at our Federation ensure that all children develop respect for others and for difference and tolerance and understanding of all aspects of diversity. We want all children to understand and feel accepted in the society they are growing up in and for every child in Camden to thrive in modern Britain.

We take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions are designed to meet the Federation's Equality Objectives.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

- We take account of equality issues in the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We track trends in any incidents relating to protected characteristics and respond appropriately e.g. through assemblies and PSHE lessons.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Heads of school ensure that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

Advancing equality of opportunity between different groups

We offer a curriculum which embraces the diversity in our society and recognises the contributions, both historical and current, made by all groups of people.

We provide opportunities to discuss issues around gender, sexual identity, race/ethnicity, disability, religion, language. Staff understand the importance of promoting awareness of the contributions to

knowledge made by people who have disabilities, are from different ethnic groups, including LGBTQ+. We recognise that positive images of people will work to counteract stereotyping.

We ensure equality of access for all learners to a broad and balanced curriculum relevant to their diverse individual needs, removing barriers to participation.

The school actively promotes equality of opportunity between boys and girls, men and women, as an employer, provider of education and provider of services to the community. Through our Lifting Limits programme, we encourage boys and girls to participate fully in areas where traditionally they do not always perform well.

We ensure that our school environment is accessible to all; we provide appropriate aids, equipment and resources as necessary to enable learners to gain full access to the curriculum and we organise classrooms for ease of access for learners and adults with disabilities (see Accessibility Plan).

Learners are encouraged to participate in all areas of school life. We ensure that learners with difficulties that affect their learning, behaviour and social and emotional development are appropriately supported so that they have access to all the learning and social opportunities that the school offers.

In planning work and activities, staff assess the possible impact of what is planned for different individuals and groups and make any appropriate adjustments to ensure access, participation and learning for all learners where possible.

For outings or school journeys, staff carry out risk assessments and make reasonable adjustments to ensure optimum participation for all learners.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we deal with them. We review this data termly and act to reduce incidents.

Through our Anti-Racism Working Group we carefully consider representation across the curriculum, as well as within the staff and governor groups. We explicitly teach anti-racist lessons and have trained with the Black Curriculum and Class 13 to increase racial literacy and challenge prejudice and unconscious bias within our school.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.

Data is gathered regularly on all aspects of learner achievement and attainment. It is analysed in terms of difference e.g. gender, ethnicity, free school meals, type of SEND disability, and if any groups of learners are seen to be making slower progress or doing less well than we expect, then action is taken to investigate the cause and make improvements.

Monitoring for equality is carried out through the school's regular systems e.g. through data analysis, consultation, regular observations of lessons and other curricular activities, surveys of parent/carer and learner views. We involve a wide range of staff, governors and outside agencies in this. Regular reports are made to the Governing Body.

We recognise that the school is a socially and economically diverse society and that our families and staff come from a range of socio-economic backgrounds. As far as possible, we ensure that, in relation to school, no learner or family is disadvantaged by their socioeconomic status and that all are treated

fairly and equitably. When we are aware that learners or families are in need of financial support, our staff ensure that appropriate information is given to parents/carers and they are put in touch with appropriate services and voluntary organisations.

We avoid language that runs the risk of placing a ceiling on any pupil's achievement or that seek to define their potential as learners, such as less able

We collect, analyse and publish data:

- on the school population by gender and ethnicity
- on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability
- by year group in terms of ethnicity, gender and proficiency in English
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English

We publish an analysis of standards reached by different groups at the end of each key stage:

- White British FSM and non-FSM
- Bangladeshi
- Black African
- Congolese
- Somali
- Black Caribbean
- Free School Meals
- EAL
- All SEND classification
- SEN Support and SEN EHCP
- Looked after Children
- Known GRT
- Refugee

Fostering good relations

Our Federation is a rights respecting community which promotes active, global citizenship. We have an energetic and enthusiastic pupil voice which champions the rights of learners and strives to provide an inclusive learning climate in the school. We value children's rights and specifically Article 2 of the UNCRC which states that:

- Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

We prepare our learners for life in a diverse society and ensure that there are activities across the curriculum that address international issues and promote the spiritual, moral, social and cultural development of our learners.

We use assemblies and opportunities within the curriculum, as appropriate to teach about difference and diversity and the impact of stereotyping, prejudice and discrimination. We discuss equality issues, promote understanding and good relations and encourage learners to value and respect others and to challenge inappropriate attitudes and behaviours. We encourage all our children to have a voice, however where our children are unable to voice their own views, adults will advocate for them. We provide opportunities for learners to empathise with different experiences.

We use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, challenging stereotyping. All learners have the right to see non-stereotyped and positive role models and images of men and women from diverse groups. We ensure that our resources include the contribution of different cultures throughout the world. We take all opportunities to celebrate the achievements of our learners and people with disabilities outside the school and in public life.

We promote a whole school ethos and values that challenge discriminatory language, attitudes and behaviour. We provide opportunities for all learners to appreciate their own cultures and celebrate the diversity of other cultures. We promote positive messages about equality and diversity through displays, assemblies, invited visitors, whole school events e.g. Black History Month, Refugee Week, UNICEF's Send My Friend campaign.

Other ways we address equality issues

We review relevant feedback from parent questionnaires, parents' meetings, parent-school forums and/or focus meetings or governors' parent-consultation meetings, annual reviews and from complaints. We analyse responses from staff surveys, staff meetings, training events and staff exit interviews. We review team feedback and responses from the learners, their families and carers including from the Student Council and whole school surveys on learners' attitudes to self and school.

We invite responses and feedback at Governing Body meetings and from the Governing Body's working groups.

We have an Anti -Racism Working group which includes representatives from the school staff and community which examines the language, practices and curriculum within the school.

Addressing prejudice and prejudice-based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia,

Travellers, migrants, refugees and people seeking asylum

Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We keep a record of different prejudice-related incidents and provide a report to the governors on the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and act to reduce incidents where appropriate.

Training

Our federation is committed to equalities and this is reflected in our policies for staff, including our policies for staff conduct, discipline and grievance. We provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of each school year. Staff will receive a certificate of attendance.

Monitoring and reviewing the policy

We review and update our equality objectives every year and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives as part of our School Improvement Plan evaluation.

Accessibility Plan

Combined with our Equality policy, we also have an Accessibility Plan.

<https://www.brecknock.camden.sch.uk/wp-content/uploads/2022/11/Accessibility-Plan-2022-23-Federation-1.pdf>

Roles and Responsibilities

We expect all members of the school community to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

Governing body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has been assigned to be the governor responsible for detailed monitoring of this policy and equalities as a whole.

Additionally, they will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Heads of school.
- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing body regarding any issues

Executive Head and Heads of School

They are responsible for implementing the policy and for ensuring that all staff are aware of their responsibilities and are given appropriate training and support.

They are also responsible for taking appropriate action in any cases of unlawful discrimination and monitoring success in achieving the objectives and reporting back to governors

Teaching and Support Staff

All teaching and support staff will take account of this policy as part of their general duties.

They will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equality Duties for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

Parents, carers and other visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Disseminating the policy

A copy of this policy is on the school website. It is included in the

- Staff Handbook
- Governor Handbook

We review the information about equalities in the policy annually and make adjustments as appropriate.

Key Contacts

Governor responsible for Equality:

Governor with a lead on Relationships Education:

Safeguarding Governor: Paul Smith, Alex Gardiner

Designated Safeguarding Lead: Laura Lien

PSHE Lead: Rosemary O'Brien and Katherine Cooke