



Brady Primary School

Equal Opportunities Policy



'All children can learn considerably more'



Aims of Brady Primary School

“All children can learn considerably more”

At Brady Primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions, and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children’s learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment, teaching and learning.

Equal opportunities and Inclusion

At Brady Primary school we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

We are committed to promoting learning and teaching environments, for all that embed the values of inclusive educational practices. Through a child centred approach, we aim to ensure that education is accessible and relevant to all our learners,

to respect each other and to celebrate diversity and difference.

Inclusion

- We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices.
- We aim, through a child centred approach, to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.



As a school we readily promote equality and diversity principles that underlie the Equality Act 2010. We have three aims, which are to:

- To eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity for different groups
- Foster good relations between all people within the school and the community

It is a core value at Brady Primary School that we treat everyone with dignity and respect.

Context of the Equality Act:

The Equality Act 2010 consolidates and replaces the previous discrimination legislation for England, Scotland and Wales. A protected characteristic under the Act covers those listed below:

- Age, in a school this protected characteristic only applies to staff.
- Discriminate against an applicant or pupil in relation to;
- School Admissions
- Disability
- Race
- Religion or belief
- Sex
- Sexual orientation
- Gender Reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnerships, but just for the first and third aims. In a school this protected characteristic only applies to pupils over the legal age for marriage and to staff.

It is unlawful for a school to discriminate against an applicant or pupil in relation to:

- School Admissions
- The provision of education i.e. not the curriculum itself but the way in which the curriculum is delivered.
- Access to any benefit, facility or service
- Exclusions
- Dispute resolution and enforcement

It is unlawful for a school to harass or victimize an applicant or pupil.

Schools equalities duties are designed to be flexible, light-touch and proportionate rather than being bureaucratic or engender a tick box exercise. Specific duties for school are:

- To publish information which shows compliance with the Public Sector Equality Duty (this policy)



- To publish at least one Equality Objective
- To publish an Accessibility Plan

Unlawful behaviours in relation to meeting our Public Sector Equality Duty

There are four kinds of behaviour which we guard against. These are:

1. Direct discrimination e.g. when a person treats another less favourably because of a protected characteristic, than they treat (or would treat) other people
2. Indirect discrimination e.g. when a provision, criterion, or practice is applied generally but has the effect of putting people with a protected characteristic at a disadvantage when compared to the people without that characteristic.
3. Harassment, which is the unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading or offensive environment for that person. Three types of harassment are unlawful:
 - a. Harassment related to relevant protected characteristics
 - b. Sexual harassment
 - c. Less favourable treatment because of submission to or a rejection of sexual harassment and harassment related to sex

The harassment provisions of the Act do not protect pupils from harassment by other pupils. However, the provisions on discrimination mean that schools have an obligation to ensure that bullying by pupils that is related to a protected characteristic is treated with the same level of seriousness as any other form of bullying.

4. Victimisation, which is when a person is treated less favourably than they otherwise would have been because of something they have done (a protected act) in connection with the Act, even if what a person did or said was incorrect or misconceived.

Protected Acts

The Equalities Act identifies the following as protected (any individual has the right to implement them):

- Bringing proceedings under the Act
- Giving evidence of information in connections with proceedings brought under the Act
- Doing anything else for the purposes of, or in connection with, the Act
- Making an express or implicit allegation that another person has done something in breach of the Act (whether or not the allegation is dropped later)

How do we work to eliminate discrimination with the school and our community:

- An expectation that everyone is treated with respect and dignity fosters good relationships within the school community
- Planning for personalised support for pupils through; differentiated teaching, individual care plans, IEPs and well planned intervention strategies where positive action is required e.g. attendance plans, CHPS, Personal Educational Plans and Pastoral Support



- plans which are reviewed routinely.
- Behaviour for Learning policy, modelled by all adults on school site, and on all educational visits. The policy has a focus on positive behaviour management and restorative justice.
- Anti-bullying work is routine throughout the school and a focus in assemblies, PSHE curriculum. Children and parents know all allegations of bullying, including cyber-bullying are followed up.
- Any identity based bullying incidents are followed up.

How do we advance equality of opportunity within the school:

- Robust analysis of progress, attendance and behaviour data for different cohorts of pupils, provides information on trends in achievement and those at risk of underachievement.
- Swift interventions are planned for those pupils at risk of underachievement, e.g. revised teaching strategies, interventions from Behaviour Support Team, parental engagement work.
- Use of national data sets e.g. progression guidance, attendance figures to inform our targets and self-evaluation.
- Positive action to support our most vulnerable pupils. The overriding principle of the Act is equal treatment, but for disability it is appropriate to treat people more favourably so that the person "can benefit from what you offer to the same extent that person without that disability can"
- The Governing Body at Brady Primary School seeks to take proportionate steps to help individuals and groups of pupils to overcome barriers in their learning and access to the full range of school provision. We make reasonable adjustments e.g. provision of auxiliary aids, examine access arrangements, augmented communication, and increased supervision to support these pupils. The benefits from these reasonable adjustments are constantly reviewed (Accessibility Plan)

How we advance the fostering of good relationships within and beyond the school:

- School curriculum which promotes tolerance and friendship within and beyond the school, and promotes a tolerance and understanding of those with different faiths, cultures and needs.
- Links with other schools and colleges through shared learning activities.
- Residential visit
- Educational visits for all pupils
- Interschool sports competitions/experiences for all pupils, learning to play, socialise and compete with pupils in other schools.
- Robust self-evaluation identifies strengths in school provision and areas for improvement.
- Listening and responding to pupil voice, parent voice, staff voice and the voice of multi-agency professionals who work with Brady pupils routinely.



- To monitor and analyse pupil achievement by cohort and act on any trends or patterns in data that indicated additional support may bring about improvements in progress.
- To have a continued focus on EAL, monitoring data, ensuring support is in place and that EAL pupils make expected progress.

Review

This policy will be reviewed annually by Leadership and Management committee. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body sub-committee.

Chair of Governors Date

Headteacher Date