

# Bramham and Shadwell Federation

## SINGLE EQUALITY POLICY STATEMENT

Statutory Policy

Adopted by the Full Governing Body:  
February 2022

Date to be reviewed: February 2023

Signed: \_\_\_\_\_

Chair of Governors



## **Vision and values**

### **The aims of the Federation are:**

- We aim to achieve a respectful, civilised, secure and safe environment where everyone shows consideration and kindness towards each other.
- We aim to provide our children with an inspirational and relevant curriculum; one which inspires children; one which encourages problem solving, fluency and reasoning to build Excellence for All in school, where children are happy supported, confident and enthusiastic.
- We facilitate children in reaching their potential; respecting others' cultures and maintaining mutual respect for, equality and tolerance of those with different faiths and beliefs and for those without faith.
- We teach children how to challenge concepts appropriately in a democratic and supportive environment where all opinions are respected and where ideas are valued.
- We aim to expose to children the successes the educated world has to offer to them and aspire for them to become totally committed, through their learning, to joining that world and being successful.
- We aim to create an environment where children feel safe to make mistakes and to learn from these, ensuring they are committed to growing in their learning in this way.
- We aim to produce happy, healthy children who know how stay safe and who enjoy their relationships with others; understanding healthy boundaries.
- We aim to foster a sense of wonderment and inspire a constant curiosity within our pupils.
- We have a dedicated team of talented teachers who understand their children's academic and emotional needs and in doing so, ensure all children are in receipt of a challenging and rich curriculum where high standards are set and where secure relationships are built.

### **Our Mission Statement:**

Within our Bramham and Shadwell Federation, we are proud of our family; we actively welcome new members and take their needs into account. We work towards our aspirations for the future and quickly develop our engagement in learning; we focus on our goals, we evaluate our progress along the way and we are determined to succeed. Our teachers are supportive and dedicated to all the children; they celebrate our dreams and ambitions and believe that each day in school is an exciting opportunity to help us exceed our expectations. Children only have one childhood and one chance at Primary School and every moment is precious as we grow as learners, building knowledge, resilience, independence and tolerance. We care for the environment and one another, learning to build positive and respectful relationships. If we make mistakes, we bounce

back. Everyone is unique and acknowledged as part of our diverse family; this includes the children, parents, staff and governors - and together we continue to achieve 'Excellence for All'.

Our mission statement and aims form the foundations of our curriculum provision. We want our children to develop self-discipline, resilience and a strong sense of community. We believe that through maintaining breadth and balance in our provision and in providing children with opportunities to integrate with their peers and with the wider community, we will enable all children to discover their unique strengths and talents.

## 1. Introduction

Under [The Equality Act 2010](#) and [The Equality Act 2010 \(Specific Duties\)](#) Regulations 2017 schools are no longer required to publish an equality scheme or action plan. The statutory requirements are for governing bodies of all maintained schools and academies to:

- draw up and publish equality objectives every four years;
- annually publish information demonstrating how they are meeting the aims of the general public sector equality duty
- draw up an accessibility plan<sup>1</sup> and review this every three years

It is still good practice however, for schools to make a statement about the principles used to review the impact on equalities of its policies and procedures, to identify how it fulfils its specific duties to publish information and how specific objectives will be determined and measured.

## 2. The legal framework

We welcome our duties under:

1. The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of;
  - age (*as appropriate for schools*);
  - disability;
  - gender reassignment;
  - marriage and civil partnership;
  - pregnancy and maternity;
  - race;
  - religion and belief;
  - sex;
  - sexual orientation
- Those subject to the equality duty must, in the exercise of their functions, have due regard to the need to:
  - Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
  - Advance equality of opportunity between people who share a protected characteristic and people who do not.
  - Foster good relations across between people who share a protected characteristic and people who do not.

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<sup>1</sup> The Federation has an Accessibility Plan for both schools

## **2. Guiding principles**

In fulfilling our statutory duties we are guided by seven principles.

### **Principle 1: All members of the school and wider community are of equal value**

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or socio- economic circumstances
- whatever their gender and sexual identity
- whatever their religious or non-religious affiliation or background
- whatever their age

### **Principle 2: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook, background, and 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 and sexual orientation so that the different needs and experiences of girls and boys, women and men, lesbian, gay, bisexual and transgender people are recognised;
- religion belief or faith background;
- sexual identity; and
- age (where appropriate).

### **Principle 3: We foster positive attitudes and relationships, and 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, or national origin, and an absence of prejudice-related bullying and incidents;

- mutual respect and good relations between boys and girls, women and men, lesbian, gay, bisexual and transgender people and an absence of sexual and homophobic harassment; and
- promote positive intergenerational attitudes and relationships.

**Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values**

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, or national origin;
- whichever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity;
- whatever their age

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

In addition to avoiding or minimising possible negative impacts, 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;
- lesbian, gay, bisexual and transgender; and
- those of different ages (where appropriate).

**Principle 6: We consult widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. Where possible we consult and involve:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious backgrounds;
- both women and men, and girls and boys;

- lesbian, gay, bisexual and transgender people; and
- people of different ages and generations.

### **Principle 7: We feel that the community as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, girls and boys,
- lesbian, gay, bisexual and transgender people; and
- people of different ages and between generations.

### **3. Practical application of these principles**

In the light of the principles stated above the following characteristics have been considered in order to identify practical objectives and plans of specific action:

- disability
- ethnicity
- gender
- sexual orientation
- religion and belief
- age

These objectives are published on the school's website

### **4. The curriculum**

We will actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the seven principles outlined above.

### **5. Training and development**

We will ensure staff and governors are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.<sup>2</sup>

### **6. Ethos and organisation**

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- Pupil progress, attainment and assessment;
- Pupil and staff personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;

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<sup>2</sup> Equality training for governors can be booked through Leeds for Learning

- staff and governor recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community;
- participation of groups in wider school activities; and
- preparing all members of the learning community for living and positively contributing to a diverse society.

## **7. Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- prejudices related to disability and special educational needs
- prejudices related to racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

There is guidance in our Positive Behaviour and Anti-Bullying policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with.<sup>3</sup>

We take seriously our obligation to report regularly to the local authority the numbers, types and severity of prejudice-related incidents at our school and the actions taken.

## **8. Roles and responsibilities**

- The governing body is responsible for ensuring that the school complies with current legislation, and that this policy statement and its related objectives are implemented. (See Appendix)
- The Equality Governor or a member of the Governing Body is responsible for monitoring the implementation of this policy statement.<sup>4</sup>
- The head teacher (Sarah Richards) is responsible for implementing the policy statement; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- The Deputy Head teacher (Jo Hall) has day-to-day responsibility for co-ordinating implementation of the policy statement.

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<sup>3</sup> The governing body should ensure that such information is conveyed to staff (it is in our Positive Behaviour and Anti-Bullying policy, within the section Anti-racism – termed “Hate” incidents)

<sup>4</sup> This is not statutory; however guidance on the role of the Equality Governor is available from [Leeds for Learning](#).

- All staff are expected to:
  - promote an inclusive and collaborative ethos in their classroom
  - challenge and deal with any prejudice-related incidents that may occur
  - identify and challenge bias and stereotyping in the curriculum
  - support pupils in their class for whom English is an additional language
  - keep up-to-date with equalities legislation relevant to their work.
  - ensure that pupils have the opportunity to have their voices heard with regards to equality issues

## **9. Information and resources**

- The content of this policy statement is shared regularly with all staff and governors and, as appropriate, pupils, parents and carers.
- All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **10. Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## **11. Breaches of the policy statement**

Breaches will be dealt with through the relevant policies and procedures, for example the grievance or disciplinary policy

## **12. Monitoring and review**

- quantitative and qualitative data will be collected relating to the implementation of this policy and adjustments made as appropriate
- in particular achievement data, broken down as appropriate according to special educational needs and disabilities, ethnicity, language, religious affiliation, national origin, gender and age (as appropriate) will be analysed and used to inform objectives.

## **Publishing information on the school's public sector equality duty**

This policy is available electronically on the school website, in hard copy on request at the school office and in the staff and governor induction packs.



## Appendix

### Equality objective:

The Equality Act 2010 requires schools to publish specific and measurable equality objectives.

We believe that children need to be supported to develop a deep and meaningful understanding of 'real equality' and to do this there needs to be a whole school focus on developing awareness and empathy of the lives and experiences of others. As a Federation, we choose an objective to work on which will move the whole school consciousness forward.

In making our selection we look at trends and patterns in behaviour, opportunities open to children in their normal day to day life and things that have arisen through the changing face of the world year on year.

Equality Objective:

Identify opportunities throughout the curriculum to look at other cultures/countries and to study famous people from ethnic minorities with the aim of beginning wider discussions about the values of individuals.

We will be looking for impacts such as -

Variety of perspectives in assemblies have been widened to give children a better experience of life other than their own

Quality of social engagement has deepened children's connection to the wider world  
eg: fundraising focus

Resources including books for children to experience have widened

Consider - Review the diversity or perspective in all elements of the curriculum