**Brookside Primary School**

Ellesmere Port, Cheshire



**Single Equality Policy**

April 2023

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| **Brookside Primary School**  **Single Equality Policy** | | |

This policy has amalgamated all of the protected characteristics covered in the Equality Act 2010, in to one Single Equalities Policy for Brookside Primary School.

**Brookside Primary School Ethos**

This policy outlines the commitment of staff and Governors to promote equality, diversity and human rights. Our Diversity Statement and Mission Statement demonstrates the school’s ethos where everyone is welcome and diversity in the school is celebrated. Our aim is to provide fairness for all involved in the school community and to ensure there is no discrimination on grounds of gender, marital status, race, disability, sexual orientation, gender identity (including transgender identity), religion or belief, age, pregnancy.

We believe that equality at Brookside Primary School should permeate all aspects of school life and is the responsibility of every member of the school and the wider community. Every member of the school community should feel safe and valued. At Brookside Primary School, equality is a key principle and we respect each other’s differences and identities, as outlined in the Equality Act 2010 which is British law.

**Monitoring and Review**

The staff member responsible for co-ordinating the monitoring and evaluation of the single equalities policy is the Headteacher, or person nominated by the Headteacher.

He/she will be responsible for:

* Providing updates on equalities legislation and the school’s responsibilities in this regard;
* Termly reports to the Governing body on racist, homophobic and transphobic incidents, disability bullying or faith incidents and Prevent incidents;
* Providing a curriculum that promotes Equalities throughout the school and monitoring its impact.

**Curriculum**

Brookside Primary School will ensure that the curriculum:

* Reflects a commitment to equality;
* Prepares pupils for life in the UK which is a diverse society;
* Fosters good relations between people who share a protected characteristic and those who do not;
* Uses opportunities to reflect on the background and experience of pupils and the wider community;
* Challenges prejudice and recognises and challenges discriminatory behaviour and language whenever it occurs;
* Promotes the Brookside values and ethos explicitly through emotional Literacy, PSHE and assemblies
* Uses a range of images and materials that positively reflect a range of cultures, communities, identities and lifestyles.

Brookside Primary School places emphasis on all staff promoting equalities as part of the ‘hidden curriculum’ of social interaction between staff and pupils.

**The Protected Characteristics within the Equality Act 2010, and their definitions** (Legislation.gov.uk) **are:**

**Age:** A reference to a person who has a particular protected characteristic is a reference to a person of a particular age group;

**Disability:** A person has a disability if - (a) a person has a physical or mental impairment, and (b) the impairment has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities;

**Gender reassignment:** A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex;

**Marriage and civil partnership:** A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner;

**Race:** Race includes colour, nationality ethnic or national origins;

**Religion or belief:** Religion means any religion and a reference to religion includes a reference to a lack of religion. Belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief

**Sex (gender):** a reference to a person who has a particular protected characteristic is a reference to a man or to a woman;

**Sexual orientation:** Sexual orientation means a person's sexual orientation towards— persons of the same sex, persons of the opposite sex, or persons of either sex.

**Equality Objectives 2019-2023**

Brookside Primary School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

* Eliminate discrimination, harassment, victimisation and other conduct that is prohibited under the Equality Act 2010.
* Advance equality of opportunity between people who share a protected characteristic and persons who does not
* Foster good relations between persons who share a protected characteristic and persons who do not share it

The Leadership Team and Governors at Brookside Primary School regularly review the progress that we are making to meet our equality objectives with regard to protected groups (race, disability, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief) under the Equality Act 2010.

**Equality Objectives**

At Brookside Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

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| Priority 1 | **To be aspirational for all children, including vulnerable learners – narrowing the gap, where necessary in all curriculum subjects** |
| Priority 2 | **To deliver a broad and balanced curriculum for all children irrespective of race, religion, disability or gender** |

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| **The Equality Act 2010**  Protected Characteristics | **Aims of Public Sector Equality Duty (PSED)** | | |
| **What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?** | **How do we advance equality of opportunity between people who share a protected characteristic and those who do not?** | **How do we foster good relations between people who share a protected characteristic and those who do not?** |
| **Age** | * Employment and recruitment process is fair and transparent * Staff profile is representative of all ages | * Recruitment process * Volunteers of all ages are encouraged to work in the school | * Recruitment process * Wider family members are encouraged of all ages are encouraged to help in school and attend events/celebrations * School Values and Ethos * Good links with members of the school community |
| **Disability** | * Disabled access to all areas of the school, including toilet facilities, designated parking area and Daily Mile track * Staff training to support pupils with medical conditions and learning needs * Monitoring/Tracking of attainment and progress to identify SEND differences. Interventions put in place to narrow the gap in performance * Inclusion Policy * Anti-Bullying Posters displayed around school | * All pupils have equal access to the curriculum, irrespective of disability * Regular staff training and awareness of medical conditions and learning needs * Use of specialist agencies, such as Speech and Language, Educational Psychologist * Differentiated lesson planning considers the needs of all children * Pupil Profiles created and reviews in line with the SEN Code of Practice | * Good links with members of the school community * School Values and Ethos * School display promote Diversity and Equality * SEND meetings with parents * Local Offer * Accessibility Plan |

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| **Gender Reassignment** | * High Quality teaching of the PSHR(S)E Curriculum | * ‘No Outsiders’ Curriculum | * Good links with members of the school community * School Values and Ethos |
| **Marriage or Civil Partnership** | * Employment and recruitment process is fair and transparent | * Recruitment process | * Recruitment process * School Values and Ethos * Good links with members of the school community |
| **Pregnancy or Maternity** | * Employment and recruitment process is fair and transparent * Honouring appointments * Policy for Expectant Parents * Risk Assessment * Regular meeting with SLT * Reasonable adjustments in place to support individuals | * Continue good practice * Paternity leave | * Follow policy * Continue to make reasonable adjustments in place to support individuals * School Values and Ethos * Good links with members of the school community |
| **Race** | * Employment and recruitment process is fair and transparent * Racial/religious incidents recorded – parents/carers of both aggressor and victim are informed and supported by school pastoral team * High Quality teaching of the PSHR(S)E and RE Curriculum * Anti-Bullying Posters displayed around school | * All pupils have equal access to the curriculum regardless of race | * Good links with members of the school community * School Values and Ethos * School display promote Diversity and Equality * Whole School Awareness Assemblies/Days – Chinese New Year |
| **Religion or Belief** | * Employment and recruitment process is fair and transparent * High Quality teaching of the RE Curriculum – covers Christianity, Sikhism, Hinduism, Judaism * Racial/religious incidents recorded – parents/carers of both aggressor and victim are informed and supported by school pastoral team * Anti-Bullying Posters displayed around school | * All staff trained in PREVENT Duty initiative encompassing different religions and beliefs * Awareness of dietary needs linked to religious beliefs (photos in school kitchen and classroom) | * Whole School Assemblies in celebration of different religious festivals * Visits to different places of Worship * School Values and Ethos * Support from the school pastoral team * Good links with members of the school community * School display promote Diversity and Equality |
| **Sex** | * Employment and recruitment process is fair and transparent * Monitoring/Tracking of attainment and progress to identify gender differences. Interventions put in place to narrow the gap in performance | * All pupils have equal access to the curriculum regardless of gender * After School Clubs are offered to all pupils irrespective of gender * Raising GIRLS involvement in football following the England Women’s Football success in the Euros, 2022 – girls-only football club (Fridays) | * Visitor role models representing both genders are invited to school * School Values and Ethos * Good links with members of the school community * School display promote Diversity and Equality |
| **Sexual Orientation** | * Employment and recruitment process is fair and transparent * Bullying/Hate incidents recorded – parents/carers of both aggressor and victim are informed and supported by school pastoral team * High Quality teaching of the PSHR(S)E Curriculum | * Awareness and support, if necessary, for pupils of same sex parents * ‘No Outsiders’ Curriculum | * School Values and Ethos * Support from the school pastoral team * Good links with members of the school community |