Broughton Primary School
Equality Policy

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Introduction

At Broughton Primary School we understand the term ***equality*** to mean the following:

Everyone **should not** be treated the same, but that everyone **should** be treated fairly. We recognise that everyone has individual needs and that they have a right to have their needs respected.

At Broughton Primary School we understand the term ***diversity*** to mean that whilst our backgrounds, knowledge, skills, aptitudes and experiences are all different, these differences should be valued and appreciated.

At Broughton Primary School, with our ethos is underpinned by the framework of the United Nation's Convention of the Rights of the Child, we are committed to creating a community, which promotes equality in a positive environment, where there is a shared sense of belonging which rests within a culture of respect and cooperation.

We appreciate that a culture, which promotes equality will create a positive environment and a shared sense of belonging for all stakeholders of the school.

We recognise equality will only be achieved through the whole school community working effectively together.

United Nations Articles which directly relate to the promotion of equality at Broughton Primary School.

Article 2	Non-discrimination The convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background	At Broughton Primary School all stake holders ensure that children are not discriminated against because of their ethnicity, gender, religion, language or abilities. Stake holders work closely to ensure that strategies and interventions are put in place and the impact monitored which ensure that children achieve their full potential.
Article 6	Life, Survival and Development Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential	At Broughton Primary School, all stakeholders ensure that safeguarding is the number one priority and that all systems and processes are followed with the children's well-being at the fore. The stakeholders work to ensure that the curriculum is tailored and designed to meet the needs of all children and allows them to reach their full potential.
Article 14	Freedom of thought, belief & religion Every child has the right to think and believe what they want and also practise their religion as long as they are not stopping other people from enjoying their rights.	At Broughton Primary School, respect for the religion of others is promoted through the teaching of Religious Education, the PSHE curriculum, British Values and the Rights Respecting curriculum to ensure that people of differing religious beliefs are treated with equal respect.
Article 23	Children with a disability A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.	At Broughton Primary School, all stakeholders work to increase independence and ensure opportunities for all. Promoting and developing skills that will allow all pupils to develop to their full potential. All children are treated with dignity and respect.
Article 29	Goals of education Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights	At Broughton Primary School we recognise that every child has talents and abilities that need to be encouraged and developed. The work that each child does in with Rights encourages and develops their respect for all elements that relate to human rights.
Article 30	Children of Minorities Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of people in the country where they live.	Merge in with article 14?

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

Broughton Primary School is a small rural village school which draws children from the catchment area of Broughton village, and the areas outside of this. We have 96 children on roll at present, and have capacity for 105

At present we have the following profile:

Percentage of children who attend Broughton School from catchment area	44%
Percentage of girls in school (total)	59%
Percentage of boys in school (total)	41%
Percentage of children with White British heritage	88%
Percentage of children from any other ethnic group	12%
Percentage of children on SEND provision	15%
Percentage of children on Pupil Premium Grant	6%
Percentage of children from a service family	15%
Percentage of children with English as an additional language	3%

Principles

We see all pupils, potential pupils, their parents and carers, and staff as of equal value. We recognise and respect difference and encourage children to look for similarities before differences. We are guided by a number of principles:

1. Whether or not they are disabled
2. Whatever their ethnicity, culture, national origin or national status
3. Whatever their gender and gender identity
4. Whatever their religious and non-religious affiliation or faith background
5. Whatever their sexual orientation
6. Whatever their marital status
7. Whether they are currently pregnant or have recently given birth
8. Whatever their age
9. Whatever the families' position is within the community

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their **protected characteristics**:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of these choices
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth. 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 and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

We observe good equalities practice in relation to staff.

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

- We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impact and we aim to reduce inequalities that exist between groups and communities different from each other.

- We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and annual parent questionnaires and for staff, through staff governor representation and at staff meetings. Where necessary and appropriate, we will consult more widely with specific groups.

- We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups. Our curriculum is designed around the objective to engage with and learn more about our local area.

- We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

- We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered and the engagement we have been involved in.

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:
The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying
The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities
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 and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for the implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Equalities Information **Appendix A**

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- involvement of the school council
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations
- parents' evenings with a parenting focus
- curriculum events for parents only so that their child's learning can be explained and modelled
- Health & Safety walk with a focus on DDA and accessibility issues

Pupil-related data

<table>
<tr><th>Information</th><th>Evidence and commentary</th></tr>
<tr><td>Equality of attainment in all 3 core areas (RWM)</td><td>In 2022-23, outcomes for boys and girls at KS2 were as follows
<table>
<tr><td></td><td colspan="2">Attainment @ ARE</td></tr>
<tr><td></td><td>Boys (8)</td><td>Girls (10)</td></tr>
<tr><td>Reading</td><td>100%</td><td>70%</td></tr>
<tr><td>Writing</td><td>87.5%</td><td>90%</td></tr>
<tr><td>Maths</td><td>87.5%</td><td>80%</td></tr>
</table>
KS1:
<table>
<tr><td></td><td colspan="2">Attainment @ ARE</td><td colspan="2">GDS</td></tr>
<tr><td></td><td>Boys (6)</td><td>Girls (9)</td><td>Boys (6)</td><td>Girls (9)</td></tr>
<tr><td>Reading</td><td>83.3%</td><td>77.7%</td><td>0%</td><td>33%</td></tr>
<tr><td>Writing</td><td>50%</td><td>77.7%</td><td>0%</td><td>33%</td></tr>
<tr><td>Maths</td><td>67%</td><td>78%</td><td>0%</td><td>44%</td></tr>
</table>
With small cohorts it can be difficult to draw conclusions from data. However scrutiny and knowledge of children suggests that boys under perform at KS1in writing and that they are not demonstrating capacity in achieving GDS</td></tr>
<tr><td>Attendance by gender Sept 2022 – July 2023</td><td>All Students Female 95.4%
All Students Male 95.5%</td></tr>
<tr><td>Diversity of faith is under-represented in our community</td><td>We have very little diversity with regard to religious belief.</td></tr>
</table>

Equality Objectives **Appendix B**

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- focus groups eg. service families
- parent questionnaires
- involvement of the student council
- learning council
- pupil questionnaires designed and led by pupils
- staff survey
- contact with parents representing pupils with particular protected characteristics

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Equality Objective 1- Linked to promotion of Equality, Diversity and Inclusion

OBJECTIVE: To ensure that Broughton Primary school actively promotes and prioritises raising awareness. appreciation and celebration of diversity including gender,sexuality,race and religion.

Why we have chosen this objective: From an analysis of our school profile, alongside the demographics of our local area, we know that our community is not representative of life in modern Britain. We want our school community to explore the uniqueness of the human race and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.

To achieve this objective we plan to: Ensure that we effectively deploy the resources and teaching opportunities from: our PSHE scheme (SCARF), the Rights Respecting Curriculum, the R.E. curriculum (Hampshire Living Difference and Exploring Christianity). These lessons, discussions, activities and experiences will allow children to regularly explore subjects such as equality, diversity and inclusion. We want the children to fully explore and understand the value of equity in these areas. Class sets of carefully selected texts will be curated to support teachers and pupils in the exploration of key themes and to support their understanding. Governors and school leaders will access training on Equality in order to ensure that they are able to monitor and measure outcomes accurately.

Intended Outcome: To raise awareness of the protected characteristics alongside key issues relating to equality, diversity and inclusion. To develop the children's understanding of the importance of equity and to equip them with the skills and attitudes that will result in them making a positive contribution to life in modern Britain.

Equality Objective 2: Linked specifically to prejudice related incidents/ sexual orientation

OBJECTIVE: Promote positive attitudes towards all family structures and promote positive language choices, with regard to sexual orientation.

Why we have chosen this objective: School is a place where all children should feel safe and respected. There will be a variety of family structures among them: divorced/ separated parents, fostered and adopted children, children who have a parent who has died or is absent and children with LGBTQ parents and/or family members. We want all of our children to understand, show an appreciation of and accept all family situations. We want them to understand the stereotypes and prejudices that exist and feel that they can challenge these.

To achieve this objective we plan to: Continue to implement our PSHE programme which addresses these areas. To ensure that this is not done in isolation, this subject is also addressed through relevant literary texts and picture books in English, through R.E. and in Rights respecting lessons. The focus around 'differences' will be to help children to form opinions about others based on whether they are kind, law abiding, respectful, trustworthy and responsible, rather than judging them on their appearance or if an aspect of their lifestyle differs from their own. Our children will also learn about discrimination and prejudice including racism, sexism and ageism. We aim to introduce a series of books and resources which show different family structures. These will include same sex couples. The books will be accessible: through PSHE sessions, in the library, classrooms and in shared reading opportunities. At school we access the Stonewall Resources and display the materials that celebrate that " Real Families Rock."
We have an agreed response to incidents that are prejudice related and follow the behaviour policy. All prejudicial incidents are reported at County level.

Outcome: To raise awareness of this protected characteristic and reduce the possibility of prejudice related incidents.

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.