



Brookfields
Specialist SEN School

Brookfields School Equalities Policy

| Date | Description |
|---------------|--------------------------------------|
| 17 April 2024 | Approved by the Full Governing Board |

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| Review schedule | Every 4 years |
| Next review | March 2028 |
| Policy holder | Catherine Bernie |

Brookfields School Equalities Statement

All pupils at the school are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each pupil is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing Values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, pupils develop independence, confidence and integrity which prepares them for their future lives.

Context

At Brookfields we are committed to ensuring equality of education and opportunity for all members of the school community; pupils and their families, staff, governors, and the wider school community. We promote and value diversity and human rights and aim to foster a culture of inclusion and diversity where everyone irrespective of their race, ethnicity or nationality, gender, age, sexual orientation, religious belief or disability is and feels welcomed, valued and able to participate fully in school life. We aim to ensure that no pupil, parent or carer, or any other person in their dealings with the school receives less favourable treatment on any grounds. This includes race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union affiliation or politics, social class or spent convictions.

Through this policy, in line with the Disability Discrimination Act 2005 and the Equality Act 2010 respectively, the school reinforces its commitment to:

- Promote equality of opportunity
- Promote good relations between members of different groups both within and beyond the school
- Deal with and eliminate discrimination wherever it arises.

Principles

The basis for the school's approach to fulfilling its legal obligations can be found in its statement of general school philosophy that underpins all of its agreed aims. The statement is:

Brookfields School maintains a happy and well-balanced atmosphere where everyone feels valued and fulfilled. The school fosters a climate in which equality of opportunity is supported by a policy to which the whole school subscribes and in which positive attitudes to gender equality, cultural diversity and special needs of all kind are actively promoted. These aims are the same for all the children but will vary in direction, speed, starting point and destination depending on the individual needs of the children.

AIMS:

In successfully implementing this statement we are guided by principles clearly outlined in school aims. These are to:

- Give all pupils the opportunity to achieve to their full potential by providing equal access to a broad and balanced programme. By providing this our ultimate aim is to prepare each pupil for life beyond school.

- Ensure that all pupils are offered opportunities to broaden and enrich their experiences within the wider multi-cultural community through active involvement with and use of the community.
- Provide a school culture that enables pupils to develop within themselves a sense of their own and others worth, irrespective of race, ethnicity or nationality, gender, age, sexual orientation, religious belief or disability.
- Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than others within the community.
- Value pupils as individuals ensuring that their education and care is developed in direct relation to their needs and abilities.
- Ensure that all staff feel valued and supported and have appropriate advice and encouragement for professional development.
- Establish Equal Opportunity practices that are evident in
 - a) the formal curriculum (the programme of lessons);
 - b) the informal curriculum (extra-curricular activities); and
 - c) the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).

The school respects the religious beliefs and practices of all staff, pupils and parents, and will comply with all reasonable requests related to religious observance and practice.

Policy into Practice

1. Curriculum

1.a. All pupils regardless of race, ethnicity or nationality, gender, age, sexual orientation, religious belief or disability will be given access to an appropriate curriculum on an equal basis. Planning will reflect the individual needs of the pupil. All staff are expected to challenge racial and cultural bias and stereotyping through the curriculum. In addition, they are expected to incorporate principles of equality and diversity into all aspects of their school work. Pupils will be given opportunities to be involved in decision making related to their own learning, assessment, progress and Annual Review meetings and planning for their future.

1.b. Resources

The distribution of resources will be equitable and they will reflect the needs of the pupils in addition to a multi-cultural environment and the ethnic diversity within the school. Care will be taken to ensure that resources used do not reflect gender or racial/ethnic bias. Where necessary, resources will be adapted to allow all pupils full access to age appropriate learning opportunities. The school, through its prioritising of purchasing appropriate resources, will ensure that information and curriculum materials are available which will support this policy.

1 c. Assessment

A range of assessment strategies will be used so that pupils are able to demonstrate progress through methods appropriate to their individual needs. Assessment will not focus purely on academic ability but will be an overview of all aspects of the pupil's development.

1. d. Recording Achievement & Progress

A range of recording methods will be used to ensure all pupils can demonstrate their achievements. Individual achievement and progress will be recognised, however ostensibly small. Displays around the school will reflect the wide levels of achievement and progress.

2. Hidden Curriculum

2. a. Management of behaviour

Consistent expectations of positive behaviour will be expected and maintained throughout the school. Appropriate behaviour will be modelled and encouraged. The school is opposed to all forms of discrimination and discriminatory behaviour. The approaches used to deal with any such incidents are clearly outlined in the school's behaviour policy, which underpins this work (see Therapeutic Thinking Policy) and which is made available to all parents on an annual basis. Diversity training has been provided to all staff to enable a consistent, appropriate and timely response to be made should such discriminatory behaviour be observed.

2.b. Classroom Management

All pupils regardless of race, ethnicity or nationality, gender, age, sexual orientation, religious belief or disability will be given equal access to all appropriate learning opportunities. Pupils will be encouraged to interact with as many other members of their group and the school as possible. Classroom tasks will be equally distributed and will not reflect bias.

2. c. Environment/Display

The learning environment and displays around the school will reflect a variety of cultural backgrounds, gender and disability. Stereotypical images will not be displayed. Efforts will be made to ensure that all pupils have full access to the site and learning environments irrespective of their needs.

2. d. Language

The use of language in both formal and informal contexts will reflect both the diversity within the school and the wider community. Alternative means of communication will be used to allow pupils equal access to learning opportunities. Communication will not be used as a means of denigrating others. (See Total Communication Policy)

3. Staffing Issues

3. a. Staff Development

All staff regardless of race, ethnicity or nationality, gender, age, sexual orientation, religious belief or disability will have equal access to appropriate in-service courses. All staff will be encouraged to maximise opportunities for further training and promotion.

3. b. Staff Roles

Staff will provide positive role models. All staff will be valued equally and aspects of their roles will be free from stereotyping.

Signed:
Policy Holder

Date:

Signed:
Headteacher/Governor

Date: