



BROOKE HILL ACADEMY TRUST

EQUALITY INFORMATION AND OBJECTIVES POLICY

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EQUAL OPPORTUNITIES

It is the policy of Brooke Hill Academy Trust to promote equal opportunities in a positive manner, in all aspects of school life. We will not accept discrimination in any form; written, verbal, emotional or physical; or any form of bullying or racial/sexual harassment.

- We aim to:-
- (i) ensure mutual respect for/of all pupils and staff and a positive attitude to the society in which we live.
 - (ii) ensure that all children and staff are treated fairly and justly regardless of gender, ability, race, religion, disability or social origins;
 - (iii) ensure that pupils fulfil their potential and develop a positive image of themselves;
 - (iv) recognise all pupils and staff as individuals and value their contribution to the school;
 - (v) promote good relationships between staff, children, parents, Governors and all outside agencies;
 - (vi) develop in all pupils and staff an awareness of commitment against racism, sexism and classism;
 - (vii) develop good employment practices in respect of all employees regardless of their race, religion, gender or gender orientation.

Equal opportunities are provided as:-

- (i) all Brooke Hill Academy Trust children have access to all areas of the curriculum;
- (ii) no discrimination is made between girls and boys;
- (iii) the children are treated as individuals having their own abilities, background and experiences;
- (iv) every pupil is equally valued in our school.

To this end staff should:-

- (i) plan the curriculum so it reflects and meets the needs of all the children;
- (ii) differentiate materials according to the child's ability;
- (iii) ensure that a child's best efforts are valued and displayed;
- (iv) be aware of, and communicate knowledge of difficulties experienced by the child which may affect progress;
- (v) encourage an appreciation of the diversity of lifestyles and culture, religious and linguistic backgrounds which make up our society and the wider world;
- (vi) recognise that some children come to school with stereo-typed ideas and misconceptions. These should be challenged through expectation and discussion;
- (vii) take responsibility for promoting positive ideas in the classroom, around the school and in the playground. Record and assess the children's achievement in learning accurately. Use resources and displays to promote equal opportunities work.

To ensure equal opportunities staff must always be aware of:

- (i) what they ask the children to do and who they ask to do it;
- (ii) the necessity to treat all children, irrespective of race, religion, gender or ability the same;
- (iii) the importance of mixed groups and seating arrangements;
- (iv) their own attitudes and expectations;
- (v) equal access to the curriculum meaning a real opportunity to benefit.

Equal opportunities (staff) are provided as:-

- (i) Academy guidelines strictly adhered to;
- (ii) access is afforded to all staff in relation to promotion and professional development;
- (iii) no discrimination is made between staff on any grounds;
- (iv) all staff are equally valued;
- (v) all applications for posts are given equal consideration and similar treatment if interviewed. The best candidate will be appointed based upon strict professional criteria.

To this end we will:-

- (vi) ensure that all staff both teaching and non teaching are made aware of training, development and promotional opportunities;
- (vii) check that the text of advertisements does not exclude any group of suitable applicants;
- (viii) ensure that the recruitment procedure does not discriminate either directly or indirectly;
- (ix) ensure applications are shortlisted according to objective criteria;
- (x) record decisions concerning shortlisting and appointment for a period of at least 6 months.

Admission

Brooke Hill Academy Trust will accept children during the academic year in which they are five. The academic year runs from 1st September to the following August 31st. This means that all the children attending a school in our Trust have the opportunity to spend three full years in the Early Years Foundation Stage if their parents wish.

If applicants exceed places then the Governors Admissions sub-committee will apply the selection criteria to allocate available places.

- (i) children within catchment;
- (ii) children with brothers or sisters already attending the school;
- (iii) pupils with special medical or domestic needs;
- (iv) pupils who live nearest the school.

These statements are expressed more fully in the Admissions Policy.

All forms of discrimination or harassment by any person within the school are to be treated seriously. A careful note will be kept of such incidents.

This policy reflects the consensus of opinion of the whole teaching staff.

It has been drawn up as a result of staff discussion and was agreed by the Trust's governing body.

PUBLIC SECTOR EQUALITY DUTY STATEMENT (UNDER 150 EMPLOYEES)

Introduction

This document describes how the Governing Body of Brooke Hill Academy Trust intends to fulfill its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives will be part of the School Improvement Plan and information will be published on the Equalities page of the school website.

We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

We will collect and use equality information to help us to:

- Identify key issues
- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether you are discriminating unlawfully when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.

Assess performance:

- Benchmark our performance and processes against those of similar organisations, nationally or locally.

Take action:

- Consider taking steps to meet the needs of staff who share relevant protected characteristics.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Develop equality objectives to meet the specific duties.
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving.

Publication of Equality Information

We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish on our website some information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.

Staffing information

- Staffing Complement of the School for the year 2021-2022

Fulltime	Disability
Men (3)	0
Women (26)	
Part time	
Men (5)	1
Women (50)	

- Salary by Gender

>£19k		£20k -£29k		£30k -£39k		£40k - £49k		£50k - £59k		>£60k	
M	F	M	F	M	F	M	F	M	F	M	F
3	38	5	19	2	13		5		1	1	1

- Grievances and disciplinary action and complaints of harassment
Number of cases in the last 3 years: 1

- Pregnancy Maternity and Paternity Leave and Family Issues 3 staff members on maternity leave (as of September 2021).
- Number of disputes arising in the last 3 years: 0

RACIAL EQUALITY POLICY

Introduction

At Brooke Hill Academy Trust we value the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. We endeavour to ensure that the individual, irrespective of ethnicity, attainment, age, disability, gender or background, is valued. Pupils will be provided with the opportunity to experience, understand and celebrate diversity.

This policy reflects the school's general and specific duties as detailed in:

- Race Relations (Amendment) Act (2000);
- Code of Practice on the Duty to Promote Race Equality (2001), issued by the Commission for Racial Equality (CRE);
- Preparing a Race Equality Policy for Schools CRE (2002).

Aims

In our school we will:

- Strive to eliminate all forms of racism and racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial and ethnic groups.

We are required to:

- Prepare a written policy on racial equality;
- Monitor and assess the impact of all our policies, including this one, on pupils, staff and parents of different racial groups, paying particular attention to the impact of these policies on pupils' attainment levels.

Principles

These three principles underpin all our procedures and practice:

- Every pupil should have the opportunity to achieve the highest possible standards.
- Every pupil should develop a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive and respectful with regard to other people's identities.
- Every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society but also in the wider context of an interdependent world.

Responsibilities

In our school we all take responsibility for promoting race equality, but the following have specific responsibilities:

The governing body will seek to ensure that the school complies with race relations legislation, and that this policy and its procedures are implemented.

Each Head of School, along with the governing body, will see that the policy and its procedures are implemented, that staff are aware of their responsibilities, that staff receive appropriate training in putting the policy into practice, and that disciplinary action is taken against staff or pupils who discriminate racially.

All staff will deal with racist incidents in accordance with school procedures, and will know how to challenge racial bias and stereotyping. They will not discriminate on racial grounds.

Teaching staff will offer full curriculum access to pupils from all racial groups, and will promote diversity and racial equality.

Visitors and contractors will comply with the school's race equality policy.

Tackling Racial Harassment

The definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin.' It can be seen in processes, attitudes and behaviour that amount to discrimination, through unwitting prejudice, ignorance, or thoughtless and racist stereotyping. All of which disadvantage minority groups

A racist incident is 'any incident which is perceived to be racist by the victim or any other person'.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of cooperation in a lesson, on account of another pupil's ethnicity.

Minority ethnic groups include Gypsy travellers, refugees, asylum-seekers and, in certain contexts, white Europeans.

All racist incidents are investigated by the school specific Head of School. Incidents of racism are recorded in the incident book, and the Head of School reports, to the governing body, the prevailing trends and how the issues have been dealt with.

All pupils, parents and staff are aware of our procedures for dealing with racist incidents, and all staff are trained to deal firmly, consistently and effectively with racist incidents.

Victims of racism and racial harassment will be supported by the school and, where appropriate, we will seek the support of external agencies.

Attainment, Progress and Assessment

The school has equally high expectations of all pupils, and is dedicated to helping all pupils achieve the highest possible standards of achievement.

We make regular assessments of pupils' learning, and use this information to track pupils' progress, as they move through the school, this would ensure that any ethnic groups we might have are not being disadvantaged.

School performance information is evaluated in comparison with national data and LA data, to identify any patterns of underachievement. The governing body receives updates on information concerning pupils' performance via the Head of School's report.

If necessary we would also monitor the following records, checking them for signs of discrimination: attendance, admissions, exclusions, racist incidents, the SEND register, and applications of the behaviour policy.

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all pupils, and prepare them for life in a society of diverse cultures;
- Use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs;
- Challenge racial discrimination and stereotyping, and teach pupils how to recognise bias;
- Provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity;
- Employ a range of styles, including collaborative learning, so that pupils can learn to value working together;
- Provide educational visits and extra-curricular activities that reflect all groupings among our pupils;
- Take account of the performance of all pupils when planning for future learning, and setting challenging targets.

Behaviour

The school ensures that procedures for disciplining pupils and for managing behaviour are fair and just to pupils from all racial groups.

All staff operate the school's behaviour policy of rewards and sanctions consistently. Staff are aware that cultural background can affect behaviour, and take this into account when dealing with unacceptable behaviour. Exclusions and the use of rewards and sanctions are monitored by ethnicity, to identify any patterns.

Partnership

All parents are encouraged to take a full part in the life of the school. We consult with staff, parents and pupils about their opinions on the impact of our policies. Parents receive an annual questionnaire about the school, and this now includes some questions about the success of our policies in promoting their involvement in their children's learning.

Staff Recruitment and Professional Development

All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that the school promotes racial equality. Their training is linked to priorities within the school's strategic plan, and funding for this professional development is identified within the School Improvement Plan. Induction for new staff includes the area of racial equality, and members of the governing body have identified their own training needs in relation to this. Governors and members of staff involved in the selection and appointment of other staff will ensure that the principles and practices of racial equality are adhered to.

Monitoring and Review

We have a rolling programme of policy review, and this policy will be reviewed every two years, or earlier if necessary.