Equality Policy and Objectives

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Related Policies:	• Anti-Bullying Policy 201 • Personal Progress Policy 2019 • Economic Well-being Policy 2019 • Data Protection Policy 2018 • Disability Accessibility Plan 2019 • Equality Act 2010: advice for schools DfE Feb 2013 • Child Protection Policy • Schools SEND Information Report Regulations (2014) • SEND Code of Practice 0 - 25 (June 2014) www.gov.uk/government/publications/send-code-of-practice-0-to-25 • Statutory Guidance on Supporting students at school with medical conditions (April 2014) • Teachers Standards 2012 The National Curriculum in England Key Stage 1 and 2 framework document September 2013

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APPENDIX A BRENT RIVER COLLEGE EQUALITIES OBJECTIVES

1. INTRODUCTION

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

The protected characteristics are:
Age (although not part of the provisions relating to students)
Disability
Sex (including transgender)
Gender reassignment
Race
Religion or belief
Sexual orientation
Pregnancy and maternity
Marriage and Civil Partnership (although not part of the provisions relating to students.)

Our Equality policy is intended to bring together all previous policies around equality issues, including race, gender and disability. It includes all of the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

2. AIMS

The Equality Act 2010 has three aims under the general duty for schools:

- Eliminate unlawful discrimination, harassment and victimisation and other prohibited by the act, by removing or minimising disadvantages suffered by people due to their protected characteristics.
- Advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Foster good relations between people who share a protected characteristic and those who do not, by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the protected characteristics under the act. In compiling this equality information, we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

As our numbers are low, our analysis is used as an indicator as a few students can completely change the results.

The public sector equality duty requires that equality considerations are integrated into all the functions and policies of the school, and all staff and governors need to understand the requirements and implications, and share responsibility for the implementation.
In order to meet our general duties, schools are required to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information- to demonstrate compliance with the general duty across the functions. We will not publish any information that can specifically identify any child. As our numbers are low it is difficult to publish data without identifying some individual students.
- Prepare and publish equality objectives- to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives.

3. PRINCIPLES

Brent River College strives for excellence and achievement in all areas of school life.

We welcome and value the rich cultural diversity of the community we serve and aim to ensure that the experience of the school reflects this positively. This extends to staff, students, parents, governors and visitors.

We assist in enabling children to recognise, challenge and deal with inequalities in society and by their attitudes show respect for others.

We contribute to their preparation for the opportunities, responsibilities and experiences of adult life.

We believe that people are of equal value and within the school should have equal opportunities. Equal opportunity is not about treating everybody the same, people are individuals and therefore different. Equal opportunity is about recognising different needs and contributions, meeting these needs and appreciating these contributions.

Guiding principles

Principle 1: All learners are of equal worth

We see all learners, potential learners and their parents and carers as of equal worth:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their sex and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation

Principle 2: We recognise and respect difference

Treating people equally does not 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 and background, and in the kinds of barriers 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
- sex, so that the needs and experiences of girls and boys, women and men are recognised
- gender identity, so that it is accepted that not everyone identifies with the gender ascribed to them at birth
- religion, belief or faith background
- sexual orientation

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 discrimination, harassment and victimisation of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, national origin or national status, religion, belief or faith background, and an absence of racist and religiously motivated bullying and incidents
- mutual respect and good relations between sexes, and an absence of sexual harassment and harassment, discrimination and victimisation because of sex
- mutual respect and good relations between pupils, parents and carers regardless of sexual orientation, and an absence of discrimination and victimisation because of sexual orientation
- positive attitudes towards transgender people and an absence of discrimination, harassment and victimisation because of gender identity

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status, religion, belief or faith background
- whatever their sex and with full respect for legal rights relating to pregnancy and maternity
- whatever their gender identity
- whatever their sexual orientation
- whatever their status with regards to marriage and civil partnership

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
- sexes.
- cisgender and transgender people
- heterosexual, lesbian, gay, and bisexual people
- older and younger people

Principle 6: We consult widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious and non-religious backgrounds
- people of different sexes
- lesbian, gay and bisexual people as well as heterosexual people
- transgender people as well as cisgender people
- older and younger people

Principle 7: Society 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 and non-religious backgrounds
- people of different sexes
- lesbian, gay and bisexual people as well as heterosexual people
- transgender people as well as cisgender people
- older and younger people

Principle 8: We base our policies and practice on sound evidence

We collect and publish quantitative and qualitative information, which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010 and use this information to inform our practice. Evidence related to equality is integrated into our self-evaluation documentation.

Principle 9: We work towards measurable equality objectives

We create and publish specific and measurable equality objectives, based on the consultations we have conducted and the evidence that we have collected and published.

The objectives that we identify take into account national and local priorities and issues as appropriate.

Our equality objectives are devised in consultation with the school management committee and integrated into the school improvement plan.

We keep our equality objectives under review and report annually on progress towards achieving them.

4. RESPONSIBILITIES

We expect all members of our school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We provide training, guidance and information to enable them to do this.

The school's wider leadership team accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for students with particular protected characteristics. They will consider equality implications before and at the time they develop policy and take decisions.

School community	Responsibility
Management Committee	The management committee is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
Headteacher	As above including: Promoting key messages to staff, parents and students about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including student awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Senior leadership team	To support the headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. Design an inclusive curriculum.
All Staff	All staff are expected to: ○ promote an inclusive and collaborative ethos in the school ○ deal with any prejudice-related incidents that may occur ○ support students in order to meet their needs ○ keep up-to-date with equalities legislation relevant to their work.
Teaching staff	Help in delivering the right outcomes for students. Uphold the commitment made to students and parents/carers on how they can be expected to be treated. Deliver an inclusive curriculum, planning and delivering curricula and lessons that reflect the principles. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the headteacher on how students and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents/Carers	Take an active part in identifying barriers for the school's community and informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.
Students	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the headteacher on how students and parents/carers, staff and the wider community can be expected to be treated.

5. TRAINING

Training will be provided to enable staff to understand this policy and its relevance for their work. Training will also be provided to understand the issues for people with different protected characteristics. Staff have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

6. MONITORING AND REVIEW

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular, we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, national origin and national status; religion, belief and faith background; and sex.

Our data analysis is indicative as due to low numbers it is not always reliable.

7. EQUALITY IMPACT STATEMENT

We will do all we can to ensure that tis policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation. On review we shall assess and consult relevant stakeholders on the likely impact of our policy on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

8. **PROCEDURES AND PRACTICE**

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles above.

Ethos and organisation

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

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- safeguarding
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties.

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed against Travellers, refugees and people seeking asylum
- prejudices against religious groups and communities, for example anti-Semitism and Islamophobia
- prejudices reflecting sexism, homophobia, biphobia and transphobia.
- There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system.

We keep a record of prejudice-related incidents, including the type of incident, seriousness and how the incident was dealt with.

We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the local authority using their guidance materials. The local authority may provide some support.

Accessibility plan

The school will make reasonable adjustments to meet the needs of disabled students and implement an accessibility plan (see separate document) aimed at:

(a) Increasing the extent to which disabled students can participate in the curriculum
(b) Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
(c) Improving the availability of accessible information to disabled students

Analysis and Review

We have reviewed, and will continue to review, a range of monitoring information, current school policies and procedures, and information based on curriculum and organised activities, to highlight any obvious issues for students and staff in relation to the protected characteristics.

Evidence from engagement with groups who share a protected characteristic has also been reviewed. The monitoring information includes:

- Admission data
- Achievement data – school data analysis
- Attendance data – school data analysis and comparisons
- Exclusion records – school data analysis and comparisons
- Records of prejudice related incidents
- Representation of rewards
- Participation in out of school activities

The evidence from current work and engagement includes the following:

- Current policies to support good equalities practice for staff and students (including existing equality policies, safeguarding policy, anti-bullying, SEND policy, recruitment etc.)
- Provision and interventions based on school data analysis (e.g. behaviour and achievement data re ethnicity and gender, SEND/PP achievement data)
- Accessibility plan
- Targeted personalised planning and learning for individual students to accommodate needs
- Activities and discussions with students during PSHE, RE lessons, assemblies and other elements within the curriculum that promotes respect and understanding about cultures and lifestyles.
- SMSC
- Risk assessments and consequent relevant adjustments and accommodations
- Monitoring of welfare, with intervention and support where required
- Multi-agency working practice
- A collaborative approach to meeting the 'prevent' agenda
- Taking steps to meet the individual needs of students or staff that have a particular characteristic
- Rigorous audited safeguarding procedures
- Recruitment procedures (staff only)
- School council
- Student/ parental/ staff surveys
- Developing information links with local secondary schools
- Developing communication links with representatives from different communities
- Fundraising activities and support for charities which highlight problems of others from disabilities and differences
- Encouragement to all to join in after-school clubs and activities, and school trips, making necessary accommodations where appropriate
- More staff in school with ethnic community links/ languages

Objectives

We have scrutinised the information we have to identify any barriers to accessing educational provision and achieving success by those students with protected characteristics and used our findings to identify our student equality objectives which reflect our commitment to ensuring that all of our students are supported and encouraged to access educational provision that meets their needs and promotes all aspects of their achievement, safety and well-being. Like-wise we continue to evaluate the diversity of our staff in relation to protected characteristics to ensure that we meet the needs of our staff and reflect the commitment of the school to provide equality of opportunity for all staff in the workplace and to ensure that we promote their safety and well-being.

Our cohort is changing rapidly. Five years ago black and black Caribbean boys and those of mixed heritage were, overwhelmingly, the main population. In 2019 they were 26% of the population.

Gender

In terms of gender the females were approximately 4% of the population and in 2019 they represented 34%. This has stayed at the same proportion with 33% of the population being female in 2023. However, this varies from year group to year group with Primary being 100% boys and Year 10 being 70% female, in 2023.

Ethnicity

We have 18 identified ethic groups and in addition we have some unknown and some that are categorised as other ethnic group.

Percentages		Staff Oct 22	Students May 22		Staff Dec 23	Students Dec 23
Arab		3.03	12.5		0	7.3
Asian		21.21	6.0		10	7.3
Black or Black British, African		12.12	14.6		20	7.3
Black or Black British, Any other Black background		3.03	0		0	2.44
Black or Black British, Caribbean		27.27	33.3		36.7	24.4
Mixed, White and Black Caribbean		12.12	6.25		10	7.3
Mixed					0	9.8
White, any other White Background		12.12	8.1		16.7	17.1
White, British		12.12	6.25		6.7	0

As we have low numbers and our population is dependent upon exclusions from schools, the percentages change each academic year.
While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the school has established the following objectives.

1. To improve the progress made and progression into employment and training by groups of students that are over represented in our school population.
2. To encourage the participation and engagement of girls, raise their aspirations, in order to promote their economic well-being.
3. To ensure that our staff are as representative of our student population as possible, given fluctuations in the staffing and the cohort.
4. To aim for a culture of 'Respect' where all are of equal value whatever their ethnicity, race, culture, disability, religion, sexual orientation, gender, gender identity, economic circumstance or legal status is.

Our Equality Objectives December 2023	
The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.	
Objective 1:	**The equality objectives will be monitored:**
To improve the progress made and progression into employment and training by groups of students that are over represented in our school population.	- Attendance improves on prior attendance - Attitudes to school measures improve - Intervention and support to address underachievement - Intervention and support to address low esteem and lack of confidence - Students make good progress and attain their targets - Participation and Engagement monitoring shows good take up - Students have improved self-confidence, are assertive learners, are aspirational and are EET moving on from BRC - Parental Engagement - Stereotypes are challenged - Student Voice and Surveys show improvements in this aspect
Objective 2:	**The equality objectives will be monitored:**
To encourage the participation and engagement of girls, raise their aspirations, in order to promote their economic well-being. -challenge stereotypes and raise aspirations -identify girls who don't engage in the same way as their peers -monitor behaviours (invisible in the classroom? Putting hands up half way up?) -target questions -respond to children's 'responses' -challenge and probe	- Attendance improves on prior attendance - Attitudes to school measures improve - Intervention and support to address underachievement - Intervention and support to address low esteem and lack of confidence - Students make good progress and attain their targets - Participation and Engagement monitoring shows good take up - Students have improved self-confidence, are assertive learners, are aspirational and are EET moving on from BRC - Parental Engagement - Stereotypes are challenged - Student Voice and Surveys show improvements in this aspect
Objective 3:	**The equality objectives will be monitored:**
To ensure that our staff are as representative of our student population as possible, given fluctuations in the staff and the cohort.	- Carrying out a fair and equitable recruitment process - Monitoring of recruitment for protected characteristics
Objective 4:	**The equality objectives will be monitored:**
To aim for a culture of 'Respect' where all are of equal value whatever their ethnicity, race, culture, disability, religion, sexual orientation, gender, gender identity, economic circumstance or legal status is. Stereotypes are challenged.	- Personal Progress Policy including SMSC implemented - Impact of interventions monitored. - Student voice & surveys - Parent groups/classes/ surveys/ forum - Parental Surveys - Curriculum Sampling/ moderation - Recording of incidents