



BREWOOD CE MIDDLE ACADEMY

EQUALITY PLAN POLICY STATEMENT

*We value and cherish every member of our community and celebrate their uniqueness.
Our values led curriculum promotes a love of life and learning inspiring every individual to be a respectful, resilient, and faithful global citizen.*

"Let all that you do be done in love."

1 Corinthians 16:14

Respect, Faith, Resilience

Mission Statement

At Brewood CE Middle Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents/carers receiving services from the academy irrespective of race, gender, disability, faith or socio-economic background. We aim to develop a culture of inclusion and diversity. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

Legal framework

EQUALITY ACT 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act and helps tackle discrimination and inequality. The majority of the Act came into force on 1 October 2011.

The Equality Duty is a duty on public bodies and ensures that they consider the needs of all individuals in their day to day work. It supports good decision making by encouraging public bodies to understand how different people will be affected by their activities so that policies and services are appropriate and accessible to all and meet different people's needs. By understanding the effect of their activities on different people, and how inclusive public services can support and open up people's opportunities, public bodies are better placed to deliver policies and services that are efficient and effective.

The Equality Duty has three aims:

1. To eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
2. To advance equality of opportunity between people who share a protected characteristic and people who do not share it;
3. To foster good relations between people who share a protected characteristic and people who do not share it. The legislation places duties upon Academies in respect of race equality, disability (physical or mental) and associated protection and accessibility and special educational needs, gender equality, religion, belief, sexual orientation protection and community cohesion.

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

Corona Virus pandemic - its impact on pupils and families

We recognise the impact that Covid 19 may have had on some pupils, including those from lower socio-economic backgrounds. The Education Endowment Foundation's (EEF) recent report findings suggest:

primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils.

(EEF, 28th January, 2021)

At Brewood CE Middle Academy we are committed to bridging this gap.

We place great value on supporting all of our pupils with their wellbeing and appreciate that mental health and well-being may have been affected negatively by the pandemic. As a means of supporting pupils and staff, the majority of staff attended an INSET Day (January 2023) training session in Mental Health. Those on the Mental Health Committee have been trained to a higher level.

As an academy we recognise some of the negative aspects associated with the pandemic and aim to support those that may have been affected by:

- *physical, sexual and online abuse offences*
- *being in care*
- *being subject to a child protection plan or on a child protection register*
- *many of the risk factors associated with abuse and neglect have been exacerbated by the coronavirus pandemic, the support services that would traditionally identify and respond to these concerns have been unable to see many of the children and families they work with face-to-face*

Our Principles at Brewood CE Middle Academy

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

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

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

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same.

Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier 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
- gender, so that the different needs and experiences of girls and boys, and women and men, and those who do not recognise self as gender specific are recognised
- religion, belief or faith background
- sexual identity.

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 harassment of disabled people;
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents;
- Mutual respect and good relations between boys and girls, women and men and an absence of sexual harassment;
- Positive intergenerational attitudes and relationships.

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

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

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation,* national origin or socio-economic circumstance;
- Whichever their gender (including transgender) and sexual orientation;
- Whatever their age.

* Employment: the Equality Act 2010 provides that for schools with a religious character it will not be unlawful discrimination to do things permitted by the Academy Page 5 of 21 Standards and Framework Act 1998. The existing exemptions as they relate to schools with a religious character are therefore retained.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled people as well as non-disabled;
- People from a range of ethnic, cultural and religious and socio-economic backgrounds;

- Women, men, girls and boys; (including transgender)
- People of different sexual orientation;
- People whatever their age (as appropriate)

Principle 6: We consult and involve 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 socio-economic backgrounds;
- Women, men, girls and boys; (including transgender)
- People of different sexual orientation;
- People from different age groups.

Principle 7: Society as a whole should benefit.

We intend that our academy policies and core/ enhanced curriculum activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life. Our policies seek to respect and include:

- Disabled people as well as non-disabled;
- People of a wide range of ethnic, cultural and religious and socio-economic backgrounds;
- Both women and men, girls and boys; (including transgender)
- People of different sexual orientation;
- People of different ages and between generations.

Since September 2007 all academies have had a duty to contribute to 'working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the work place, in academies and in the wider community' (Ref: Guidance Page 6 of 21 on the duty to promote community cohesion, Department for Children, Schools & Families, 2007).

Brewood CE Middle Academy makes its contribution to community cohesion by creating opportunities, through the curriculum and activities where pupils to interact with those from different backgrounds and cultures. This enriches their understanding of the community and its diversity.

Principle 8: We base our policies and practices on sound evidence.

We maintain 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 on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives.

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

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

Our equality objectives are integrated into the academy improvement plan.

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

The Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the 9 principles set out above*.

* The content of the curriculum is excluded from discrimination law following the Equality Act 2010. The Act does, however, explicitly include the delivery of the curriculum i.e. the way in which education is provided. Academies will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination. Further that it would not be unlawful for a teacher in any academy to express personal views on sexual orientation provided that it is done in an appropriate manner and context. (Draft guidance from the DfE cited in Equality Act 2010).

Tackling Discrimination

Harassment on account of race, gender, religion, disability or sexual orientation is unacceptable and will not be tolerated within the academy environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to identify any challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying will be dealt with by the member of staff present, escalating to a class teacher/Senior Leadership team/Head of School/Executive Principal where necessary. All incidents are reported to the Executive Principal and racist incidents are reported to the Board and local authority each term.

Harassment on grounds of race, gender, disability sexual orientation or other factors such as socio-economic status, can take many forms including:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Exclusion from groups and games;
- Use of derogatory names, insults and jokes;
- Unwanted looks or comments;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into the academy;
- Verbal abuse and threats;

- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Ethos and organisation

We ensure the principles listed in section 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' 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
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The academy is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in this plan:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia. (Homophobic behaviour and language will not be tolerated and there can be no justification for this negative behaviour based on Christian faith for the Bible. (Page 4 - Valuing All God's Children - May 2014).

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our academy and how they are dealt with.

Roles and responsibilities

The Local Academy Committee (LAC) is responsible for ensuring that the academy complies with legislation, and that this policy and its related procedures and action plans are implemented. They will:

- Ensure that the academy complies with all relevant equalities legislation;
- Recommend all members receive up to date training in all the equalities duties;

- Designate a member with specific responsibility for Equality;
- Establish that the action plans arising from this policy are part of the Academy Improvement Plan;
- Support the Exec Principal in implementing any actions necessary;
- Inform and consult with parents about the scheme;
- Conduct an review of the policy;
- Conduct on-going and a full annual evaluation of the action plan;
- Seek to ensure that people are not discriminated against when applying for employment on grounds of race, gender (including transgender), sexual orientation or disability;
- Take all reasonable steps to ensure that the academy environment gives access to people with disabilities, and also strive to make academy communications as inclusive as possible for parents, guardians and pupils;
- Welcome all applications for admission to the academy, whatever a pupil's socio-economic background, race, gender or disability;
- Ensure that no pupil is discriminated against on account of their race, gender or disability

A member of the LAC has a watching brief regarding the implementation of this policy.

The Executive Principal is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. He will:

- Ensure that all staff, volunteers and parents are aware of the Single Equality Policy and that there is a collective responsibility to apply these guidelines fairly in all situations;
- Ensure that the policy is implemented effectively (supported by the LAC);
- Manage any day to day issues arising from the policy whether for pupils or for the academy as an employer and treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness. Any action taken will be guided by the strategic policy ratified by academy's Local Academy Committee;
- Ensure staff have access to training which helps to implement the policy;
- Liaise with external agencies regarding the policy so that the academy's actions are in line with the best advice available;
- Monitor and report to the LAC annually on the effectiveness of the policy;
- Ensure that the SLT are kept up to date with any development affecting the policy;
- Provide appropriate support and monitoring for all pupils and specifically target pupils to whom the policy/action plan has a more direct relevance;
- Ensure that all appointments panels give due regard to this policy to ensure there is no discrimination in employment or training opportunities;
- Promote the principle of equal opportunity when developing the curriculum; promote respect for other people and equal opportunities to participate in all aspects of academy life.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

- Have general responsibility for supporting other staff in implementing this policy;
- Provide a lead in the dissemination of information relating to the policy;
- Identify good quality resources and CPD opportunities to support the policy;

- Under the direction of Mr Rod Dickson (Exec Principal), provide advice/support in dealing with any incidents/issues;
- Assist in implementing reviews as detailed in the Academy Improvement Plan.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in section 4 above
- support pupils in their class for whom English is an additional language.
- Keep up-to-date with equalities legislation relevant to their work. Information and resources
- Promote equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality, ethic, religious, cultural or linguistic reasons.
- Promote understanding of different disabilities and avoiding discrimination against anyone for reasons of disability.
- Provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Executive Headteacher.

We ensure that the content of this policy is known to all staff and LAC members and, as appropriate, to all pupils and their parents and carers.

All staff and LAC members have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

All pupils within the academy will:

- Be made aware of any relevant part of the policy, appropriate to age and ability;
- Be expected to act in accordance with any relevant part of the policy;
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- Understand the importance of reporting discriminatory bullying and racially motivated incidents;
- Ensure any peer support programme within the academy promotes understanding and supports pupils who are experiencing discrimination.

All parents / carers of our pupils will:

- Have access to the policy;
- Be encouraged to support the policy;
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the policy;
- Have the right to be informed of any incident related to this policy which could directly affect their child.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. When deemed necessary the decision to exclude a pupil will always be based on the agreed strategy within the academy's behaviour policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

Brewood CE Middle Academy is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. Whilst we try to ensure that the staffing of the academy reflects the diversity of our community, all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other academy policies are dealt with, as determined by the headteacher and governing body.

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 in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Date approved by the Governing Body:

This policy will be reviewed annually in the Summer Term

Signed  Date
Chair of Local Academy Committee

7 OCT 2025

Date of review: September 2025

