MITCHELL BROOK
PRIMARY SCHOOL

Equalities Policy 2025-2026

School policy statement on equality and community cohesion

PURPOSE
The purpose of this policy is to set out in detail how our school intends to comply with the Equality Act 2010 along with outlining the schools approach to inclusion.

In our school, the key driver of Equity and Diversity underpins the principles behind this policy. It is important to differentiate between the terms 'equity' and 'equality' in order to understand the schools' approach. Though often used interchangeably, equality and equity are quite different.

Equality simply means everyone is treated the same exact way, regardless of need or any other individual difference. Equity, on the other hand, means everyone is provided with what they need to succeed.

At Mitchell Brook staff are committed to eliminating discrimination in all forms so that every child can succeed; ensuring equity of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of age, disability, gender, gender identity, marriage, pregnancy and maternity, race, religion or belief and sexual orientation.

We will adhere to the legal definitions of these protected characteristics as set out by the Equality and Human Rights Commission (EHRC) code of practice. We aim to develop a culture of inclusion and diversity, in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils is monitored by ethnicity, gender, age and disability and we use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equity, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Principles to promote equity
Mitchell Brook is committed to equity and equality both as an employer and a service-provider:

- Ensuring that everyone is treated fairly and with respect.
- Making sure that our school is a safe, secure and stimulating place for everyone.
- Recognising that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- Recognising that for some pupils extra support is needed to help them to achieve and be successful.
- Making sure that, where possible, people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- Aiming to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers

all seven of the equality strands: age, disability, gender, gender identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

We welcome the emphasis in the Ofsted inspection framework on **the importance of narrowing gaps in achievement** which affect, amongst others:

- **pupils from certain cultural and ethnic backgrounds**
- **pupils who belong to low-income households and pupils known to be eligible for free school meals**
- **pupils who are disabled**
- **pupils who have special educational needs**
- **Boys in certain subjects, and girls in certain other subjects.**

For more information please contact:

Helen Box – Interim Head of School

Tel: 020 8459 1392 Email: admin@mbrook.brent.sch.uk

Angela Turner - (Chair of Governing Body)

Tel: 020 8459 1392 Email: admin@mbrook.brent.sch.uk

1. Putting policy into practice for children

Whilst the school operates equity of opportunity in its day to day practice which is highlighted throughout this policy, specific actions are set out in the School Improvement Plan and School Evaluation Framework.

Teaching and Learning

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

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Embed Anti-racist teaching practice;
- Monitor achievement data by ethnicity, gender and disability and action any gaps, including providing targeted support where appropriate;
- Adjust our curriculum to ensure that enriched learning takes place across all subjects with sharper focus on children who are identified in the following groups: SEND support, Prior high attainers, Black Caribbean and pupil premium.
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equity of access for all students and prepare them for life in a diverse society ;
- Use materials that reflect the diversity of the school population and local community without stereotyping and expose students to a range of thoughts and ideas;
- Promote attitudes and values that will challenge racist, sexist, homophobic, biphobic, transphobic and other discriminatory behaviour or prejudice;
- Provide opportunities for all pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on stereotypes to encourage social cohesion, expectations and the impact on learning;
- Include teaching and classroom- based approaches appropriate for the whole school population, which are inclusive and reflective of our students.
- Seek to involve the community around the school in the celebration and raising awareness of cultural issues

Admissions and exclusions

Our admissions arrangements are operated in conjunction with the Brent Council and are fair and transparent, and do not discriminate on the protected characteristics or socio-economic factors.

It is a fact that Black pupils are disproportionately affected by fixed-term exclusions in England - by three times as many in some places, data shows. Pupils with black ethnicity have higher temporary exclusion rates in two-thirds of local authority areas. Schools have a statutory duty not to discriminate against pupils over race. Rates for fixed-term exclusions were around three times higher for black pupils in four areas. And in another seven local authorities, black pupils had double the local rate for all pupils, according to 2017-18 data. Department for Education national data on exclusions shows black pupils from a Caribbean background had almost twice the England average rate of short term exclusions at 10.37% in 2018-19.

Exclusions will always be based on the schools Behaviour Policy. We work closely with Brent Inclusion Service to seek alternatives to exclusion. We monitor exclusions closely to avoid any potential adverse impact and ensure any disproportionate practice is identified and dealt with.

Tackling prejudice and prejudice-based bullying

The 'Stephen Lawrence Inquiry Report' recommended that the following definition of a racist incident should be adopted by the police, local government and other relevant agencies:
'A racist incident is any incident which is perceived to be racist by the victim, or any other person.'
This definition can also be applied to religious, belief, sexual orientation, gender-based prejudice or prejudice-based bullying.

Types of racist behaviour

(a) incitement of others to behave in a racist way;
(b) physical assault against a person or group because of colour, race and/or ethnicity;
(c) derogatory name-calling, insults, racist jokes and language;
(d) racist graffiti;
(e) provocative behaviour such as wearing racist badges or insignia;
(f) bringing racist materials such as leaflets, comics, magazines or computer software into school;
(g) using the school's computer systems to access and distribute racist material; (h) verbal abuse and threats;
(i) racist comments in the course of discussion in lessons;
(j) attempts to recruit other pupils and students to racist organisations and groups
(k)ridicule of an individual for cultural or religious differences e.g. food, music, dress, worship patterns, cultural lifestyle etc; (l) refusal to co-operate with other pupils because of their race or ethnicity.

All incidents are dealt with in line with the school's Behaviour Policy.

2. Putting policy in practise for staff

This section deals with aspects of equity of opportunity relating to our staff.

We are committed to the implementation of equal opportunities and equity principles and the monitoring and active promotion of equity through all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are committed to ensuring wherever possible that the staffing of the school reflects the diversity of our community.

Employer Duties

As an employer we need to ensure that we eliminate discrimination, victimisation and harassment in our employment practice and advance equality across all groups within our workforce.

Equality aspects such as age, gender, race, disability, sexual orientation, gender identity, marriage, pregnancy and maternity, religion and belief are considered when appointing staff and particularly when allocating Teaching and Learning Responsibility (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:
- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff, which are monitored as part of the performance management process;
- Senior Leadership Team support to ensure equality of opportunity for all.

3. Equality and the Law

Our school will ensure it does not unlawfully discriminate against its students, prospective students, staff job applicants or parents/carers in the performance of its duties, policies and practices.

Discrimination means treating someone less (or more) favourably than a "comparator". Harassment (which is one form of discrimination) means violating someone's dignity, or creating an intimidating,

hostile, degrading, humiliating or offensive environment for them. Victimisation means discrimination because of a previous complaint. We recognise that discrimination can occur in the following ways and will actively work to alleviate it:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from disability including failure to make reasonable adjustments and provide auxiliary aids and services
- Harassment
- Victimisation

4. Information about the pupil population

Number of pupils on roll at the school: 599

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Current Range of known disabilities
The school has children with a range of disabilities to include moderate and specific learning disabilities, hearing and visual impairment, physical disabilities, long-term medical conditions such as Epilepsy & Diabetes and we have a number of children who have ASD.
There are pupils at our school with different types of disabilities and these include:

- Autistic spectrum disorders
- Eczema
- Asthma
- Sickle Cell
- Visual impairment
- Diabetes
- Epilepsy
- Other

Pupil Special Educational Needs (SEN) Provision

	Number of pupils	**Percentage (%) of school population**
Education Health Care Plan	31	5
SEN Support	144	24

Ethnicity and race

Bangladeshi	7	White and Asian	6
Indian	10	White and Black African	18
Other Asian	42	White and Black Caribbean	12
Pakistani	26	Other mixed background	59
Black African	145	White British	34
		White Irish	20
Black British	5	Albanian	3
Black Caribbean	54	White Other	46
Other Black African	18	OTHER ETHNIC GROUP	94

Gender

Male	284
Female	315

Religion

Buddhist	2	**Sikh**	2
Christian	163	**No religion**	36
Hindu	11	**Other religion**	32
Rastafari	4	**Jehovah's Witness**	1
Muslim	347		

5. Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)

	Boys	**Girls**	**Total**	**Percentage of school population**
Number of pupils who speak English as an additional language	149	125	274	45 %

Pupils from low-income backgrounds
Overall: 233 pupils (39%)

Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Percentage of pupil premium children per year group	20%	35%	52%	36%	39%	51%	44%
Number of pupils	12	28	45	31	33	44	39

Children with Social Workers

Families may be working with Social Workers under Child Protection and Child in Need plans. Some families may be supported by Family Support Workers. Depending on the family circumstances, the school will offer a range of support including: AllChild, Extended school provision including Playscheme, mentoring, specific issue support and facilitation of outside support, Nurture interventions, Felix food offer, support with housing.
The academic outcomes of these children are monitored by the DSL and DDSLs who attend Core Group meetings.

Young carers

We support our young carers by signposting parents and children to Family Wellbeing Centres and Mental Health Support Team.
We also liaise with colleagues within Brent Council to identify specific provision that may be suitable.

LAC children, previously LAC and those under guardianship orders

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Helen Box, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance. The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.
As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

6. Our main equality challenges

This is a summary of the issues that we are most concerned about.

We are already developing strategies and interventions to tackle some of these concerns.

Section 6 of this document includes reference to the school's equality objectives, which aim to address these inequalities.

The school is aware of inequalities in attainment (standards) for the following groups:

- Black Caribbean boys and girls
- Pupil Premium pupils

7. How we have due regard for equality (Pupils and staff)

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

The Leadership Team of the school is concerned with closing gaps; this is reflected in the school's values.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy and a school anti-bullying policy that supports us to deal promptly and effectively with all incidents and complaints of bullying and harassment that may include online bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender and religion and belief. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equity of opportunities, anti-racist and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.
- Our Accessibility Plan outlines our aim to configure the structure of our school and its buildings to be as accessible as possible.
- We set challenging targets to ensure our children with disabilities make good progress.
- When required we gain external advice and support and provide good quality training on inclusion
- We promote positive links with our parents.
- There is a designated Governor for SEN (Andrea Grey).

How we foster good relations and promote community cohesion:

- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We ensure that the curriculum has positive images of disabled people.
- Our school admissions criterion welcomes all pupils.
- Home visits prior to starting school in our Reception/induction meeting prior to a school placement.
- We liaise with special schools in the borough regarding effective provision
- Regular meetings with parents.
- We tackle prejudice and any incidents of bullying based on disability.
- We offer fully extended school activities (Breakfast club, Afterschool club, curriculum clubs and holiday play schemes).
- We provide family courses to support parents.

What has been the impact of our activities? What do we plan to do next?

- Children experience a positive start.
- Parents are kept well informed.
- Effective, positive relationships with parents, school and home working in partnership to support the child.
- Effective inclusion of children with disabilities.
- Children see people with disabilities as positive role models.
- Children with disabilities access our extended school.
- We continue to review the accessibility plan and set new objectives.

<u>Ethnicity and race (including EAL learners)</u>

We are committed to working for the equity and equality of all ethnic groups.

- We have an identified key driver of Diversity and Equity with a focus on the achievement of Black Caribbean children.
- We monitor the attainment of Black Caribbean children in core subjects (Maths, Writing and Reading) in class and during interventions.
- Black Caribbean children are assessed in line with their counterparts and gaps are being decreased.
- We work alongside Black Caribbean families through parental engagement both virtually and in person (where possible)
- We have a leader in the role of BAME champion, with this year's focus being on Black Caribbean pupils – (Shanice Carty) supported by Vincent Buffini (Assistant Headteacher)
- Procuring service of Rachel Clarke to support work on whole school Anti-Racist development

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by ethnicity.
- We set rigorous targets to improve the attainment and progression rates of particular groups of pupils.
- We identify and address barriers to the participation of particular groups in learning and other activities. We monitor this closely.
- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups. We are working in partnership to improve and build on our relationship with parents.
- We link with groups, organisations and projects in the local community, wherever possible.
- We assess EAL learners after a settling in period and ensure they are given a 'buddy' to support children to settle quickly especially when children enter school other than at the beginning of the school year.
- A very in depth induction is carried out with all new children and parents who start at the school at different times in the school year.

How we foster good relations and promote community cohesion:

- We promote the spiritual, moral, social and cultural development of all pupils.
- We continue to develop a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- We organise celebrations and special events such as international evenings.
- We take part in events such as, Black History Month, Eid celebrations and International Women's Day.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain.
- We have an open door policy.

What has been the impact of our activities? What do we plan to do next?

- Children have greater exposure to a diverse range of individuals, significant figures and events through the curriculum.
- The school is committed to an Anti-racist approach throughout the workings of the school.
- A high number of parents attend school events including; parents' evenings, assemblies, celebrations of learning and international day events.
- We continue to improve parents'/carers' engagement with school and their involvement in their child's learning and achievement by training all teachers in structured conversations.

Gender

We are committed to working for the equality of all.

- We have identified attainment gaps between boys and girls in some year groups across different areas of the curriculum. Actions have been identified which aim to close these gaps.
- We challenge stereotypical views of boys and girls through the Personal Development curriculum.
- We promote leadership opportunities for children in the school.
- We identify where there may be areas that girls may be at a disadvantage in terms of access and work with all stakeholders to remove barriers e.g. residential school journeys, school clubs

How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- Our books represent both strong female and male characters and represent both genders in positive ways (careers, sports people, inventors etc)
- Through our extended school provision-boys and girls are equally represented.
- The School Council ensures both boys and girls views are equally represented.
- In our Sports teams we ensure they are equally represented by boys and girls and/or we have girls and boys teams.
- Positions of responsibility are taken up by both boys and girls.
- We invite role models into the school to talk to the children; we ensure that these represent both genders.
- We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities.
- We ensure the curriculum interest is aimed at both boys and girls and that teaching and learning styles are catered for.
- Neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- We deliver a strong RSE curriculum taking into account the pressures that boys and girls face in the modern world and the importance of healthy relationships.
- We have a robust approach when tackling incidents of harmful sexual behaviours as outlined in the Safeguarding and Behaviour policies.
- We ensure that boys and girls learn about how to keep themselves and each other safe.

How we foster good relations and promote community cohesion:

- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- We engage with parents to inform them of the schools' approach to RSE, consulting as is necessary.

What has been the impact of our activities? What do we plan to do next?

- We have enabled boys and girls to freely participate in 'traditional' boys/girls activities to widen their experiences and understanding of each other.
- We have a curriculum in place that engages both boys and girls and review this regularly.
- RSE is taught throughout the school with minimal family withdrawal.
- Safeguarding workshops have taken place for parents and children on the subject of FGM

Religion and belief

We are committed to working for equity and equality for people based on their religion, belief and non-belief.

How we advance equality of opportunity:

- The pillars of the school curriculum: AMBITION, IDENTITY AND SOCIETY are interwoven throughout the school giving children countless opportunities to develop their understanding of these concepts.
- The school supports our pupils to build their sense of identity and belonging, which helps them to flourish within their communities and as citizens in a diverse society.
- Religious education requires school pupils to engage with challenging questions about how they live with their own beliefs and about how they live with those who have different beliefs.
- Children have opportunities to celebrate and learn about different religious practice through hands-on experiences.
- The school acknowledges and promotes celebrations of a diverse range of religious festivals including Eid, Channukah, Christmas and Diwali.
- Opportunities are provided for children to visit places of worship and meet with members of different religious communities.
- The Personal Development curriculum gives children the opportunity to learn about societal issues and how to tackle injustice e.g Islamophobia, Anti-Semitism

What has been the impact of our activities? What do we plan to do next?

Pupils understand and respect the authenticity and value of the beliefs of others within a framework of their own beliefs.

8. Consultation and engagement

At Mitchell Brook we aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Questionnaires and Letters
- Coffee mornings
- School Council Meetings
- Parent's consultations and structured conversations.
- 1-1 Meetings
- Circle Times
- Text
- Annual Reviews
- TAC meetings
- Weekly coffee mornings
- Feedback and Evaluations

9. Our equality objectives

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.

The objectives which we have identified represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and

local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce equality data analysis which informs our discussions about the equality objectives.

Our Equality Objectives for 2025-26 are:

Equality objective 1:

Improve the academic progress and attainment of Black Caribbean children

Progress we are making on this objective:

BAME champion monitoring attainment and progress termly Set ambitious targets for identified pupils Close tracking conversations for groups of children Provision has been audited and support given to teaching staff through specific training. Wider staff training on Diversity and Equity

Equality objective 2:

Improve the academic progress and attainment of Pupil Premium pupils

Progress we are making on this objective:

PP data is monitored termly Close tracking conversation for groups of children – PP Provision is costed and targets set. APP positions support PP children

Equality objective 3:

Improved the academic progress and attainment of vulnerable pupils

Progress we are making on this objective:

Children monitored within this group Close tracking conversations for groups of children Interventions targeted at social and emotional well-being Support and staff training to raise awareness

Equality objective 4:

To close the gap in attainment between SEND and non-SEND pupils

Progress we are making on this objective:

Children monitored within this group Close tracking for groups of children including parents as part of Structured Conversations Staff training of teachers and LSAs to support differentiation and an understanding of how to meet children's needs.

To be reviewed annually or as appropriate to take into account new legislation and updates