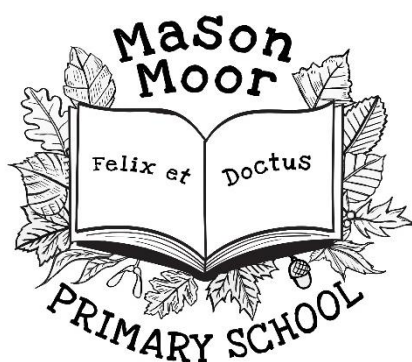


# Mason Moor Primary School

## Policy Document



<b>Policy for:</b>	Equality
<b>Overarching Area:</b>	Safeguarding
<b>Other policy links:</b>	Safeguarding Safer Recruitment The Behaviour Policy Health and Safety Whistleblowing Policy Teaching, Learning and Assessment Policy – Healthy and Happy Curriculum
<b>Governors' Ratification Date:</b>	
<b>Revisions and Amendments:</b>	

## 1. **STATEMENT:**

Mason Moor Primary School is an inclusive school, where all staff and governors focus on the well-being and progress of every child and where all members of our school community are of equal worth.

## 2. **DEFINITION:**

The Equality Act 2014 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, sexual orientation or pregnancy or maternity.

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and 'Two Specific Duties'.

### 2.1 **Public Sector Equality Duty (or "general duty"):**

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

### 2.2 **Two "specific duties":**

This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty (by April 6th 2012).
- Publish equality objectives at least every 4 years which are specific and measurable.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

## 3. **UNDERPINNING PRINCIPLES, VALUES AND PHILOSOPHIES:**

Mason Moor Primary School's Equality Policy is shaped by:

- The Equality Act (2014)
- The UN Convention on the Rights of the Child
- The UN Convention on the Rights of People with Disabilities
- The Human Rights Act (2000)
- School Local Offer
- Ofsted Inspection Framework 2015
- Mason Moor Primary School's Behaviour Policy

#### 4. **OBJECTIVES:**

Our approach to equality is based on the following 7 key principles:

##### 4.1 **All learners are of equal value.**

Whether or not they have SEN, 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.

##### 4.2 **We recognise, respect and value difference and understand that diversity is a strength.**

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith. We believe that diversity is a strength, which should be respected and celebrated by all those who learn and teach within our school and those who visit.

##### 4.3 **We foster positive attitudes and relationships.**

We actively promote positive attitudes and mutual respect between groups and communities different from each other.

##### 4.4 **We foster a shared sense of cohesion and belonging.**

We strive to ensure all members of our school community feel a sense of belonging within the school and wider community, and to feel that they are respected and able to participate fully in school life.

##### 4.5 **We observe good equalities practice for our staff.**

We ensure that all related policies and procedures benefit and support all employees and potential employees, within all aspects of their work, including with regards to recruitment and promotion, and in continuing professional development.

##### 4.6 **We have the highest expectations and aspirations for all our pupils.**

We expect that all pupils will make good progress and achieve to their highest potential.

##### 4.7 **We work to raise standards for all pupils, but especially for the most vulnerable.**

We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

#### 5. **SPECIFIC STRATEGIES AND ACTIONS:**

To eliminate discrimination, harassment and victimisation, we:

- Take account of equality issues in relation to admissions and exclusions, this includes the way we provide a broad and balanced curriculum for all our pupils and the way we provide access for all pupils to the full range of facilities and services.
- Are aware of the Reasonable Adjustment duty for disabled pupils, designed to enhance access and participation to match the level of non-disabled pupils and prevent disabled children being placed at a disadvantage compared to their non-disabled peers.
- Ensure that all appointment panels give due regard to this policy, so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- 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.
- Take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.
- Actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Have admissions arrangements that are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their gender, race, disability, religion or belief.
- Make reasonable, appropriate and flexible adjustment for pupils with a disability.
- Closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.
- Challenge all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:
  - prejudices around disability and special educational needs
  - prejudices around race, religion or belief (for example anti-Semitism and Islamophobia)
  - prejudices around travellers, migrants, refugees and people seeking asylum
  - prejudices around gender and sexual orientation, including homophobic and transphobic attitudes
- Know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- Have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- Collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement.
- Take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.
- Ensure there is a clear distinction between pupils who have English as an additional language and pupils who have identified Special Education Needs & Disability.
- Collect, analyse and publish data on:
  - The school population by gender and ethnicity;
  - The % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
  - By year group – in terms of ethnicity, gender and proficiency in English; on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
  - Attendance

- Avoid language that runs the risk of placing a ceiling on any pupils' achievement.
- Use a range of teaching strategies that ensures we meet the needs of all pupils.
- Provide support to pupils at risk of underachieving.
- Are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender and disability
- Ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

The Governing Body monitor the effective implementation of the Equality Policy.

## 6. **MANAGEMENT ACTIONS – BRINGING THE POLICY TO LIFE:**

- We will take prompt, positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics. Actions such as targeted support to meet individual needs, deployment of additional staff and requests for support from outside agencies, will ensure school's key equality objectives are met.
- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, local community and general population in terms of race, gender and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events.
- We maintain records of all training relating to equality issues.
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and wellbeing of our pupils. New policies and practices consider implications regarding equality.
- We review relevant feedback from parent questionnaires and parents.
- We secure and analyse responses from staff surveys, staff meetings and training events.
- We review feedback and responses from the children and groups of children, from the school council, PSHE lessons.
- We ensure that we share responses and feedback at Governing Body meetings.

## 7. ROLES AND RESPONSIBILITIES:

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

7.1 **The governing body** is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and standards achieved by different groups are reported to them.

7.2 **The Headteacher** is responsible for:

- Implementing the policy.
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- Taking appropriate action in any cases of unlawful discrimination.
- Logging incidents that relate to inequality.

7.3 **All teaching and support staff** will:

- Promote an inclusive and collaborative ethos in their classroom.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that may occur.
- Plan and deliver curriculum and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- Maintain the highest expectations and aspirations for the success for all pupils.
- Support different groups of pupils in their class through differentiate planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- Report inequality incidents to member of SLT.

7.4 **All visitors** to the school, including parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy.

## 8. EQUAL OPPORTUNITIES FOR STAFF:

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in 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.

- We are also concerned to ensure, wherever possible, that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- 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.

## 9. PROTECTED CHARACTERISTICS:



- 9.1 **Age:** Where this is referred to, it refers to a person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).
- 9.2 **Disability:** A person has a disability if she or he 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.
- 9.3 **Gender reassignment:** The process of transitioning from one gender to another.
- 9.4 **Marriage and. civil partnership:** Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

- 9.5 **Pregnancy and maternity:** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth and this includes treating a woman unfavourably because she is breastfeeding.
- 9.6 **Race:** Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
- 9.7 **Religion and belief:** Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
- 9.8 **Sex:** A man or a woman.
- 9.9 **Sexual orientation:** Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

## 10. **Publishing Equality Objectives**

The objectives which we identify 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 Duty by the extent to which we achieve improved outcomes for the different groups.

Our equality objectives form part of the School Improvement Plan, which shows how we will achieve our objectives.

The objectives are published on the school website and reviewed annually.