



## Equalities Policy

Policy Creation and Review	
Author(s)	<b>Monega Primary School</b>
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### **Introduction.**

Monega Primary School (hereafter known as "the School") is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. The School stops the perpetuation of gender inequality and promotes a context-based curriculum design; identifying specific needs of boys and girls and targeting the programme to ensure effectiveness among both sets of participants.

The School considers that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality, and fostering good relationships between people. It also ensures that the School continues to tackle issues of disadvantage and underachievement of different groups.

The School recognises 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.

## **Approach to equalities**

The School's approach to equality is based on the following key values:

1. All learners are 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 and whatever their sexual orientation.

2. The School distinguishes, respects and values difference and understands that diversity is a strength. The School takes account of differences and attempts to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. The School believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here.

3. The School endorses positive attitudes and relationships. The School actively promotes positive attitudes and mutual respect between groups and communities different from each other.

4. The School adopts a shared sense of cohesion and belonging. The School requests all members of our school community to 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.

5. The School observes good equalities practice for our staff. The School ensures that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. The School has the highest expectations of all our children.

7. The School expects that all pupils make good progress and achieve their highest potential

8. The School works to raise standards for all pupils, including the most vulnerable. The School believes that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

## **Purpose of the policy**

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). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

The School notes that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

### **Links to other policies and documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act will also be included in our school development plan, self- evaluation review, the school web site, and newsletters.

There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

### **Cultivating good relations**

The School prepares 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.

The School teaches about difference and diversity and the impact of stereotyping, prejudice, and discrimination through PSHE and citizenship and across the curriculum.

The School uses materials and resources that reflect the diversity of the school, population, and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

The School upholds a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

### **The School's commitment covers all aspects of school life and includes:**

- Creating a school ethos, which promotes gender equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Taking active measures to investigate report and act on incidents of gender discrimination.
- Collecting and analysing school data and other gender equality relevant information.

- Monitoring all aspects of teaching and learning and the wider curriculum to assess the ways in which they might impact on gender equality staff. recruitment and professional development promoting gender equality
- Admissions and attendance following LEA guidelines.

**The School provides opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.**

- The School includes the contribution of different cultures to world history and that promote positive images of people.
- The School provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- The School promotes positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month, South Asian Heritage Week. The School include Equalities matters in our Newsletters to parents and Carers.

*However, the School comprehends that in a few circumstances, it may be appropriate to treat girls and boys differently, if that action is aimed at overcoming previous, current or possible future disadvantage*

**Addressing discrimination, harassment and victimisation.**

The School takes account of equality issues in relation to admissions and exclusions; the way the School provide education for our pupils and the way the School provides access for pupils to facilities and services.

The School is aware of the Reasonable Adjustment duty for disabled pupils - designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher (and the Chair of Governors when appointing a Headteacher) ensures 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. Our Grievance Procedure and policy help to protect those who believe they have been discriminated against.

The School ensures 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.

The School takes seriously the need to consider the equality implications when the School develop, adapt and review any policy or procedure and whenever the School makes significant decisions about the day to day life of the school. The School makes a record of each specific equality consideration and this is available for review if required.

The School actively promotes equality and diversity through the curriculum and by creating an environment which champions respect for all.

The School's admissions arrangements are fair and transparent, and the School does not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, or gender reassignment.

### **Behaviour, Exclusions and Attendance**

The School's behaviour policy takes full account of the required duties under the Equality Act. The School makes reasonable, appropriate, and flexible adjustment for pupils with a disability. The School closely monitors data on exclusions and absence from school for evidence of over-representation of different groups and act promptly to address concerns.

### **Addressing prejudice and prejudice-based bullying**

The School challenges 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, Travellers, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded, and dealt with. The School treat all bullying incidents equally seriously.

The School keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types, and seriousness of prejudice-related incidents at our school and how the School dealt with them. The School reviews this data termly and take action to reduce incidents.

### **Advancing quality of opportunity between the Schools different groups**

The School is based in the community of its pupils, knows the needs of our school population thoroughly and collect and analyse data to inform our planning and identify targets to achieve improvements.

The School has procedures, working in partnership with parents and carers, to identify children who have a disability through our parent meetings.

The School collects data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement.

The School takes action to close any gaps, for example, for those making slow progress in acquiring age- appropriate literacy and number skills.

**The School collects, analyses and publishes data:**

- On the school population by gender and ethnicity.
- On 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, entitlement to pupil premium funding and proficiency in English.
- On inequalities of outcome and participation, related to ethnicity, gender, entitlement to pupil premium funding, disability, and proficiency in English
- The School publishes an analysis of standards reached by different groups at the end of each key stage.
- The School also collects, analyses and uses data in relation to attendance and exclusions of different groups.
- The School are aware that the legislation relates mainly to current but also to future pupils - The School will, for example, be sufficiently prepared if our local demographic changes. The School will accommodate children with a specific disability or need.
- The School avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".
- The School use a range of teaching strategies that ensures The School meet the needs of all pupils
- The School provide support to pupils at risk of underachieving
- The School are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability, and sexuality.

The School will keep under review our curriculum resources and content to ensure they reflect British values, represent the diversity of British society in full and do not contain outdated and or stereotypical representations of any protected groups. For example, gendered toys.

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

- Disabled and non-disabled people
- People of different ethnic, cultural, and religious backgrounds
- Girls and boys

The School ensures equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

### **Positive Action**

The School will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

### **Taking active measures to investigate, report and act on incidents of gender discrimination**

All members of staff employed within the School have the responsibility to promote gender equality and to report any incidences of discrimination, which may arise. The School understands that eliminating gender discrimination and harassment and promoting Gender equality is, in part, an education function and a matter of cultural change.

Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our anti-bullying and harassment procedures, and the disciplinary procedures for staff. Where issues based on sex and gender come to the attention of the School, these will be dealt with according to our Child Safeguarding Policy and Complaints Procedure Policy, which outlines the procedures to follow.

### **Progress, attainment and assessment**

Assessment analysis takes place termly. Any findings related to the underachievement of any gender group is highlighted and they are targeted appropriately.

### **All aspects of teaching and learning and the wider curriculum**

Curriculum planning takes account of our commitment to gender equality. The criteria used for setting and other grouping are fair for all pupils. The School endeavours to use assessment materials that are free from any unfair bias. Our aim is not only to encourage all pupils to oppose discrimination, but also to make sure they have the skills to challenge stereotyping as and when it occurs. Our

School Council gives all children a voice, regardless of their gender; a gender balance in the composition of the Council is always aimed for.

### **Partnership with parents and communities**

All parents are encouraged to be part of the life of the School and can join the governing body or become a helper in school. All opportunities to provide positive role models for the children are taken, especially if they challenge stereotyping of male and female behaviour. Visiting speakers who are able to challenge gender stereotyping are welcomed into the school and a balance of male and female visitors is aimed for. A programme of educational visits for children avoids gender bias and broadens the interests of both girls and boys.

### **Roles and Responsibilities**

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

#### ***Governing body***

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

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 evaluate the success of the School's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

Governors will consider the use of Equalities impact assessment where significant strategic decisions are made regarding budget, policy review, improvement planning, recruitment and retention, behavior and discipline and curriculum review.

#### ***Headteacher, Leadership team and Equalities lead***

The Headteacher 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.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.



## ***Teaching and Support Staff***

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 curricula 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 of success for all pupils.
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- Keep up-to-date with equalities legislation relevant to their work.

The School will provide training and guidance on Equalities for all staff new to the School as part of the induction procedure. The School will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the year. Staff will receive a certificate of attendance.

## **The Equalities Lead**

The Equalities Lead will be responsible for reviewing and monitoring curriculum policies and Schemes of Work to ensure that gender equality is promoted and bias addressed.

## **Visitors**

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.

The School will provide guidance and information in newsletters to enable them to do this. To the best of our ability, the School will check that invited speakers and school partners are not involved with discriminatory or extremist groups.

## **Reviewing the Equality Policy**

Review of the equality policy will form the basis of an action plan where appropriate. It may also link to other action plans the school is obliged to produce, such as the School Improvement Plan. Subject leaders should refer to this policy when reviewing and updating their curriculum schemes of work. This policy will be reviewed within the school's policy cycle.

## **Related Policies:**

### **Anti-bullying**

- Complaints
- Disability and Accessibility
- Inclusion / SEND • Learning & Teaching
- PSHE/SRE/Citizenship
- Race Equality
- Safeguarding Children
- SRE
- Subject policies

**This policy will be reviewed in the Autumn 2023**