

Manuden Primary School



EQUALITY AND DIVERSITY FOR PUPILS POLICY

APPROVED BY GOVERNORS: 14.01.2020

POLICY TO BE REVIEWED: January 2020
(Equality information published will be updated on an annual basis)

Designated member of staff for equality is: Mrs Bratley
Designated link governor for equality is: Julie McPartland

Our School Values

Nurturing life skills and inspiring achievement for today and tomorrow

- M** Mastering successful learning skills through a growth mindset approach so that we become confident risk takers with our learning.
- A** Achieving through challenge so that everyone reaches their full potential, academically, emotionally and socially.
- N** Nurturing life skills so that we become independent, resilient and self-assured learners.
- U** Understanding and valuing others so that we become active and engaged citizens in our community.
- D** Developing a positive learning environment, which is safe, stimulating, enjoyable and supportive.
- E** Engaging creativity and curiosity through purposeful and inspiring learning experiences so that all individuals are motivated to learn both in and out of school.
- N** Nourishing healthy behaviour through physical activity, a balanced diet and positive thinking so that our wellbeing impacts on our happiness in everyday life.

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
- Promote equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued.
- To promote the fundamental British Values of democracy, the rule of law, individual liberty and

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Legislation and Guidance

This policy meets the requirements under the following legislation:

- The Equality Act 2010 – which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.
- The Equality Act 2010 and schools – Department for Education guidance

Roles and Responsibilities

The Governing Body will:

- Ensure that the equality information and objectives as set out in the equality statement and action plan are published and communicated throughout the school to all stakeholders and will ensure that they are reviewed and updated every four years.
- Delegate responsibility for monitoring the achievement of the objectives to the headteacher and as outlined in the equality action plan.
- Ensure complaints are investigated and dealt with effectively.
- Ensure relevant training is in place for governors and staff.

The equality link governor will:

- Meet with the designated member of staff for equality every term to review the action points on the equality action plan.
- Ensure they are familiar with all relevant legislation and with this policy.
- Attend any relevant equality and diversity training.
- Report back updates to the Full Governing Body

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff, pupils, governors and volunteers and ensure that relevant training is undertaken.
- Monitor the success in achieving the objectives and provide termly updates to governors
- Ensure that the Equality and Diversity policy is implemented.
- Treat all staff with dignity and respect, recognising and valuing individual skills and contributions.
- Create an environment in which staff are able to identify and share good practice, along with celebrating success and encouraging positive attitudes towards diversity.

Eliminating Discrimination

The school is fully aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. The school includes reference to the importance of avoiding discrimination and other prohibited conduct in all our policies (where relevant). Part of the induction process for new staff involves receiving information on the Equality Act and refresher training is given on an annual cycle.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities).

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In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the school's data to determine strengths, areas for improvement and implement actions in response, and publish this information.
- Make evidence available, identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues with particular protected characteristics, identifying any issues, which could affect our own pupils.

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Religious Education, Personal, Social, Health and Economic education (PSHE) and Citizenship work.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school.
- All pupils are encouraged to participate in all of the school's activities.
- Working with external agencies to support the school in managing good relations.
- Working with the local community and holding assemblies/events to deal with relevant issues.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school will always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school will consider whether the trip: cuts across any religious holidays; is accessible to pupils with disabilities and if it has equivalent facilities for boys and girls.

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the School's Evaluation Form (SEF) and demonstrates how the school community compares with the wider community, both locally and nationally. This information is used to form the basis for generating the school's equality objectives.

Ethnicity/culture context of the school (local and national)

- Compared to national averages, the school has a lower number of children from different ethnicities (8.6%). The majority of children are from white/British families.
- The school has an EAL population of 2.2%, which is significantly lower than National averages.

Socio-economic context of the school (local and national)

- The school's deprivation indicator is in the highest percentile.
- The take-up of Free School Meals is (FSM) is well below the national average
- Our Pupil Premium numbers are 10.75%

Current issues affecting cohesion at school, local and national level

- Because the majority of the children at the school are from white/British backgrounds, there is the occasional racist remark made by the children. It must be reiterated, that this is extremely rare.

How we choose our Equality objectives

We have used data taken from ASP, Target Tracker, Pupil Standards meetings and Individual Education Plans. Information gathered from questionnaires, pupil perception surveys, lesson observations and surveys of any disabled visitors to the school have also been taken into account when setting objectives.

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We have chosen equality objectives that will:

- Promote equality of opportunity for members of any identified groups
- Eliminate any unlawful discrimination, harassment and victimisation
- Foster good relations between different groups in terms of: ethnicity; religion; socio economic background; gender and gender identity; disability; sexual orientation and age.

The school's equality and accessibility objectives can be found in the Equality and Accessibility action plans. (Please click on the links or view via the school website.)

[Equality Action Plan](#)

[Accessibility Action Plan](#)

Monitoring Arrangements

The school will periodically monitor the application of its policies and procedures and their impact to assess their effectiveness and will revise them as necessary. The school will monitor issues linked to recruitment, promotion, pay, grievances, disciplinary action, leave of absence, flexible working and managing sickness absence or redundancy. The school will publish Equality data as required in accordance with the Equality Act and the Public Sector Equality Duty.