

Moldgreen Community Primary School



Equality Policy

Written by: Senior Leaders
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Introduction:

Moldgreen Community Primary School welcomes its duties under the new Equality Act (2010) and the Public Sector Equality Duties (2011).

The Equality Act establishes 9 protected characteristics which apply to schools. Only the first 7 characteristics apply to pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

The aim of this policy is to set out how Moldgreen Community Primary School has paid due regard to the need:

- To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- To advance equality of opportunity between persons who share relevant protected characteristic and persons who do not share it
- To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The school also has the following specific duties:

- To publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
- To prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims

This policy sets out the steps the Governing Body will take that will result in improved outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.

Principles of 'due regard' and compliance with Equality Duties:

- While making a decision that might affect an equality group, the decision-maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect nor can it be delegated
- The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community

- The duty is continuing, so we will revisit and reconsider it regularly
- We will keep records to show that the equality duties have been considered on each occasion

School Ethos, Vision and Values:

At Moldgreen Community Primary School we are committed to ensuring equality of education and equality of opportunity for all pupils, staff, parents and carers. We recognise that treating people equally does not necessarily involve treating them all the same. We aim to promote 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. This equality of education and opportunity is made clear within the school aims and it is also referred to within the School behaviour Policy.

To achieve our duties we:

- Gather information from a range of sources when a pupil enters the school from the pre-settings, parents and other schools;
- Track all aspects of a child's provision and progress by holding regular meetings, data systems, accountability and provision mapping;
- Review and evaluate the effectiveness of our school provision by surveying both parents and pupils regularly;
- Monitor children's work through scrutiny and talking with the children.

Equality Impact Assessment:

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we have carried out a review of all aspects of school life with regard to the protected characteristics by the means of an Equality Impact Assessment.

All school leaders/managers have carried out an equality impact assessment of their area of responsibility for activities both within and beyond the school day (see appendix).

We will use an Equality Impact Assessment whenever we intend:

- To introduce new provision or practice
- To change or reduce provision or practice
- To remove provision or practice

Consultation:

Moldgreen Community Primary School recognises the importance of taking account of individuals' differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. Primarily we consult with pupils. However, we also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following way:

- School Council
- Pupils and Parent surveys

- Headteacher's report to Governors
- Newsletter to parents
- Use of a behaviour and learning mentor

Measuring the Impact of Changes:

We monitor the ongoing impact of these changes on those who may be affected in the following ways:

- Tracking of pupil achievement across school with an additional focus on equality groups, pupil progress meetings
- Pupil surveys that demonstrate emotional health and wellbeing, engagement and involvement- Boxall profiles
- Parent consultation meetings
- Scrutiny of pupils' work and discussion with pupils
- Parent surveys

Publication and Review:

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results.

We record the results of our Equality Impact Assessments and actions taken. We review and publish this information and its impact on our pupils through:

- An annual report to the Governing Body
- Weekly newsletter to parents

Appendix

Equalities Information

Equalities Information

On the 1st October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

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.

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low. Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups: race/disability/sex/gender/reassignment/age/pregnancy and maternity/religion and belief and sexual orientation.

What we are doing to eliminate discrimination, harassment and victimisation:

Protected Characteristics	Aims of General Duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	Equality policy Data on admission Termly reports on racial incidents to Governing Body Low number of reported racial incidents Ofsted reports AHT tracking all incidents Recruitment process	Celebration of differences Curriculum Assemblies School policies Review of practices Pupil progress meetings	Celebration of differences Curriculum Assemblies Good parental links School policies Job descriptions for staff School ethos/values Displays promoting diversity
Disability	School policies Inclusive practices Feedback from	School policies Raising attainment Tracking Progress	Good parental links Assemblies

	parental questionnaires. Reports to Governing Body Assessment data Adaptations to the building Recruitment process Risk Assessment	Review of practices Pupil progress meetings	Annual review meetings School ethos/values Reasonable adjustments to support
Gender	Admissions process Recruitment process Tracking data	Recruitment process School policies Raising attainment Tracking progress Review of practices Pupil progress meetings	Good parental links Assemblies School ethos/values
Gender Reassignment	Inclusive practices Admissions process Recruitment process Equality Policy	Celebration of differences School policies School ethos/values Review of practices Pupil progress meetings	Good parental links Admissions process School ethos/values
Pregnancy and Maternity	Reasonable adjustments in place to support Risk assessment Recruitment process	Paternity leave	Reasonable adjustments to be supported at work School ethos/values
Age	Recruitment process	Recruitment process	Recruitment process School ethos/values
Religion and Belief	Admissions procedures Employment documents	Celebration of Differences Assemblies	Celebration of Differences Curriculum Assemblies Good parental links School ethos/values School displays promote diversity
Sexual Orientation	School policies Inclusive practices Admissions process Recruitment process Equality policy	Celebration of differences Review of practice	Good parental links Admissions process School ethos/values

To ensure provision for disabled pupils is in place. Ensure as reasonably possible that a disabled pupil can benefit from education to the same extent that a pupil without disability can:

- Ensure all auxiliary aids and services as reasonable adjustments where they are not part of an EHCP are in place
- To provide auxiliary aid or service for a disabled pupil when it is reasonable to do so and if such an aid would alleviate any substantial disadvantage
- Keep a written record of provision in place to support disabled pupils
- Ensure all disabled pupils where reasonably possible are included in all extended school provision
- Ensure risk assessment when necessary are in place
- Consider adjustments needed for all pupils to take part in educational visits •
Ensure accessibility to the building is reviewed regularly

- Aids to support access to the first floor
- Provision supports needs outlined in Education and Health Care Plans

Educational visits and extended school journey are an important part of the school's provision. A pupil may not be able to take part in a visit for the following reasons

- There are risks that the school feels cannot be managed offsite- these will be identified in the risk assessment
- If a parent/carer requests that their child is not to take part in a visit

To ensure, where reasonably possible, that all pupils take part in extended school experience through school journeys, after school clubs and educational visits, the school will

- Invite parents/carers to accompany the visit or be part of the after-school club
- Parents accompanying pupils on an educational visit will be given priority place for any siblings at the after-school club.
- If the parent/carer is unable to accompany their child then the school will endeavour to recreate the experience within the school site
- The school must where possible provide appropriate equipment for pupils to be able to take part in after school activities e.g. larger racket/balls.

Eliminating discrimination and other conduct prohibited by the Act

- Ensure school policies and procedures promote equality of opportunity
- Ensure all staff are aware of our responsibility with regards to the Equality Act
- Ensure our school curriculum promotes tolerance of all the school community

To raise the achievement of pupil premium pupils

- Track progress and PP across the school
- Use pupil progress meetings to discuss PP pupils' progress and next steps
- Provided targeted support where necessary