Equality Policy



Mansbridge Primary School

Approved by	Approved by Governing Body
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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values.

2. Legislation and guidance

This document 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

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

A member of the governing board will:

- Meet with the designated member of staff for equality every [frequency], and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the member of governing board to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

5. 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 that 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
- 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 societies)

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics.

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. 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 RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a

range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality commitments

- To create an environment in which individual differences and the contributions of all members of the school community are recognised and valued.

- To positively promote and rejoice in the richness and diversity of our school community within Southampton and to celebrate our common bonds fostering good relationships between people of different groups.

- To provide an environment that promotes dignity and respect to all and to ensure that all individuals within the school are entitled to learn, teach or work in a non threatening and supportive environment in which self-esteem is enhanced. No form of intimidation, bullying or harassment will be tolerated.

- To ensure that all members of the school community have personal responsibility for the practical application of this Policy, which applies to the treatment of all stakeholders, the whole school community and the general public.

- To ensure that training is given to all staff and Governors on matters relating to Equal opportunities and diversity to ensure they understand their roles and responsibilities.

- To ensure that the Equal Opportunities principles are embedded across the Curriculum

- To acknowledge that equality within the school is good management practice and makes sound business sense.

- To define and identify unacceptable behaviour, whether direct, indirect, associative or perceptive discrimination (whether racist, sexist, or harassing) and offer strategies for dealing with the perpetrators and provide support for the victims.

- To ensure that any member of the school community who considers that he/she has been unfairly discriminated against is referred to and encouraged to use the Governing Body's Complaints Procedure as a first resort.

- To review all employment practices and procedures to ensure fairness.

- To make selection for employment on the basis of aptitude and ability only.

- To make training, development and progression opportunities available to all employees on the basis of aptitude and ability.

- To regard breaches of our equality policy by any employee as misconduct which could give rise to disciplinary proceedings.

- To ensure that any employee who considers that he/she has been unfairly discriminated against is referred to and encouraged to use the Governing Body's Grievance Procedure as a first resort.

- To ensure that this policy is fully supported by senior management. If there is any doubt about the terms of this Policy or the application thereof, this should be referred to the Head in the first instance and then to the Chair of Governors.

- To work towards ensuring that our teaching equipment, resources and materials, our classrooms and playgrounds allow all children and staff to have equal access.

- To challenge negative stereotypes by monitoring our use of displays and written messages, our assembly and discussion themes through Circle Time, PSHCE and SEAL work and through our provision of books and resources, our outings, visits and visitors. We will ensure that these reflect our cultural diversity.

- To monitor the effectiveness of this policy by careful analysis of performance indicators such as SATs results, pupil attendance, exclusions from the school, the SEN register, feedback from parents/carers and the wider community. School Council meetings, our school development plan and parallel staff development programmes will provide further mechanisms for monitoring the effectiveness of our procedures and for improving our work.

9. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN information report
- SEND policy