

Manland Primary School

Public Sector Equality Duties Policy



Equality Information

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| Last Review by School | February 2025 |
| Next Review by School | February 2026 |

Equality Objectives (Section 9.0)

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| Last Review by School | January 2023 |
| Next Review by School | January 2027 |

Equality and Diversity Statement

Manland Primary School welcomes a diverse population of both pupils and staff. In order to consolidate and build upon this diversity, it is essential that equality of opportunity and the absence of unfair discrimination be at the core of all the school's activities.

Our Equalities statement is driven by our Manland Values of Aspiration, Inspiration and Responsibility

The school recognises the link between equality and quality and will not unfairly discriminate in the recruitment or general treatment of pupils or staff on the basis of any factor which is not relevant to academic achievement.

The school is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:

- communicating its commitment to equality and diversity to all members of Manland Primary School community;
- communicating where responsibility lies for equality issues;
- providing training for decision-makers and briefings for pupils and staff;
- maintaining mechanisms for implementation, monitoring, evaluation and review;
- taking positive action to redress any under-representation of particular groups in the workforce;
- treating acts of discrimination as a disciplinary offence;
- consulting with trade unions, interested groups and individuals, internal and external.

The Governing Body has the responsibility for ensuring that the school operates within the legal framework for equality and for implementing the policy throughout the school. Discriminatory issues are dealt with by the Resources Committee.

The school's equality information will be updated and published at least every year on website.

The school will review its equality objectives at least every 4 years.

In addition, each member of the school community is responsible for preventing unfair discrimination or harassment or victimisation which it is within their control to prevent; and challenging or reporting such in appropriate behaviour if it occurs.

1.0 Introduction

1.1 This policy reflects the school's commitment to meeting the Equality Act (2010), set out as a single scheme. The policy sets out how our practice and policies will have due regard for our general duty under the Act, and the need to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity for students, staff and others using school facilities; and,
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

1.2 The policy encompasses the following protected characteristics, as taken from the Equality Act (2010):

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

1.3 Our school values of **Inspiration, Aspiration, and Responsibility** support equality in all its forms.

1.4 The policy will be aligned with the School Development Plan. Its implementation will be monitored within the School Self-Evaluation form and other review processes.

2.0 Guiding principles

2.1 In fulfilling our legal obligations we are guided by the following principles:

Manland Primary School is an inclusive school where we focus on the wellbeing and progress of every child and where all members of the community are of equal worth. We believe 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 we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise 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.

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

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. **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 and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other
4. **We foster a shared sense of cohesion and belonging.** We want 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. **We observe good equalities practice for our staff.** We ensure 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. **We have the highest expectation of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
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.

Manland Primary School Objectives can be found in Section 9. A summary of them is below:

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| Objective 1 Ensure that all school policies comply with the Equality Act |
| Objective 2 Monitor internal and external pupil assessments to ensure that any identified patterns or trends are addressed |
| Objective 2.1 <i>The school identified (July 2022) that no girl achieved GDS in maths at Key Stage 2.</i> To investigate and monitor the number of girls achieving GDS in maths Update: 11 girls achieved GDS (July 2023) |
| Objective 3 Regularly review our recruitment process to ensure that it meets Safeguarding standards and that no group is adversely discriminated against on the basis of gender, ethnicity, disability or cost |
| Objective 4 All religions and ethnicities to be celebrated in school across the year |
| Objective 5 Ensure that sex and relationship education recognises diverse family structures and that this is in alignment with the SRE curriculum |
| Objective 6 To continue to promote an inclusive environment where individuals feel confident and at ease |

3.0 Disability

- 3.1 We recognise that a pupil with disabilities may need adapted treatment than a pupil without disabilities. This may involve making reasonable adjustments to make sure they can benefit from what the school has to offer, to the same extent that a pupil without disability can.
- 3.2 We will implement an accessibility plan aimed at:
 - Increasing the extent to which disabled pupils can participate in the curriculum
 - Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - Improving the availability of accessible information to disabled pupils.

4.0 Roles and Responsibility, and publishing information

- 4.1 As part of our commitment to implementation, governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the school's equality policy.
- 4.2 The **school governors** are responsible for ensuring that the school prepares, publishes, implements, reports on and reviews the equality policy including the employment implications of meeting the duties.
- 4.3 The **Headteacher** works with the **Senior Leadership Team** to ensure that –
- the policy is implemented
 - staff recruitment, training opportunities and conditions promote equality
 - all staff, pupils and their parents are consulted regarding, and are aware of the school's responsibilities to meet the equality duties
 - existing and planned policies are assessed for the ways in which they impact on equality
 - curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote equality
 - incidents of bullying or harassment, based on race, sex, disability, religion or belief, age, gender identity, or sexual orientation are dealt with according to our Behaviour policy
 - visitors to the school, or those who use the premises, are aware of the equality policy.
- 4.4 **All staff** have a responsibility to deal with incidents of harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote equality.
- 4.5 **Pupils and parents** have a proportionate responsibility to understand and act in accordance with the policy, as do **visitors** to the school.

5.0 Commitment to publish

- 5.1 At Manland Primary School we will publish information annually, to show how we meet the general equality duty. This information will be accessible via our website. It will include an overview of equality information.
- 5.2 The information we publish will include:
- An overview of how key equality factors (gender, ethnicity, disability) break down across our children and staff
 - Where available and appropriate, a summary of academic attainment and progress for our children, broken down by those factors
 - A qualitative summary of our activity over the past year in addressing the general equality duty
- The school's data protection and confidentiality obligations will be considered when deciding what information to publish.
- 5.3 We will welcome and remain responsive to suggestion and challenge from any of our stakeholders as to how our published information might be extended and improved.

This will always be considered in the context of resource and capability available to us.

6.0 Commitment to action

- 6.1 We comply fully with legislation which protects our staff (including teachers, teaching assistants, midday supervisory assistants and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.
- 6.2 This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.
- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society
 - We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators
 - We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents
 - Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism

7.0 Engagement – Participation and Involvement

- 7.1 We welcome the participation and involvement of people from broad and diverse backgrounds in developing our equality policy.
- 7.2 When deciding what to do to tackle equality issues, we are keen to consult and engage different groups of people. These include people affected by our decisions – parents, pupils, staff, and members of the local community. It includes people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included either explicitly or implicitly within the information we publish showing how the duty has been addressed.

8.0 Equality Impact Assessments [EQIAs]

- 8.1 EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group, either positively or negatively. EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.
- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender
 - We value more qualitative information which may be given to us through a variety of mechanisms, including from children or parents directly

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

9.0 Our school's Equality Objectives

Equality Objectives

| <u>Objectives</u> | <u>Success Indicators</u> | <u>Updates</u> |
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| Objective 1 Ensure that all school policies comply with the Equality Act | All policies are compliant with the Equality Act and Governors and the school consider the school's Equality duties when reviewing all policies. | Ongoing action as policies are renewed. |
| Objective 2 Monitor internal and external pupil assessments to ensure that any identified patterns or trends are addressed | Data is monitored at three checkpoints throughout the academic year and there is evidence of this. Trends are identified, action points agreed and the impact assessed. Any learning points are discussed, agreed and disseminated to relevant people at termly Pupil Progress and SEND meetings. | Ongoing action. Internal data is reviewed and discussed by the School Improvement Committee at most SIC meetings. The impact of interventions in Year 6 will be explored by SIC during the 24/25 academic year. |
| Objective 2.1 <i>The school identified (July 2022) that no girl achieved GDS in maths at Key Stage 2.</i> To investigate and monitor the number of girls achieving GDS in maths | The number of girls who achieve GDS in maths is in line with the number of boys who achieve GDS in maths. | Update: 11 girls achieved GDS in July 2023. |
| Objective 3 Regularly review our recruitment process to ensure that it meets Safeguarding standards and that no group is adversely discriminated against on the basis of gender, ethnicity, disability or cost | The school undertakes all safer recruitment steps, in line with KCSIE and this is evidenced in personnel files. The equal opportunities form is used to ensure no group is adversely discriminated against in the recruitment process. | School reviews its safer recruitment policy at the earliest of: <ul style="list-style-type: none"> • When annual update of KCSIE comes into force (typically September) • Any major changes in safeguarding practices |
| Objective 4 All religions and ethnicities to be celebrated in school across the year | Evidence that a wide range of religions and ethnicities are celebrated in school (e.g. through whole school assemblies, display boards, events in school, visitors to school). | <ul style="list-style-type: none"> • Annual assembly rotas (e.g. Christmas, Diwali, Chinese New Year) • PSHE curriculum • RE curriculum |

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| | Pupil voice supports the view that many religions and ethnicities are celebrated in school. | <ul style="list-style-type: none"> • House Learning Days |
| <p>Objective 5 Ensure that sex and relationship education recognises diverse family structures and that this is in alignment with the SRE curriculum</p> | PSHE planning and curriculum materials cover diverse family structures and is compliant with the SRE curriculum. | Ongoing monitoring of PSHE curriculum. |
| <p>Objective 6 To continue to promote an inclusive environment where individuals feel confident and at ease. This environment will be achieved by:</p> <ul style="list-style-type: none"> • Being respectful • Always treating all members of the school community fairly • Developing an understanding of diversity and the benefits it can have • Adopting an inclusive attitude • Adopting an inclusive curriculum that is accessible to all • Encouraging compassion and open-mindedness | <p>Pupil, parent and staff voice support that Manland is a caring and inclusive environment where individuals feel confident and at ease. The school records any instances where a person or group felt they were not included. An action plan is agreed and there is evidence that this has been rolled out and is being monitored. Any learning points are discussed, agreed and disseminated to relevant parties.</p> | <ul style="list-style-type: none"> • Ongoing promotion of Manland Values and Vision throughout everything we do • Behaviour policy and reward system • Newsletter • House Captains activities • Pupil Parliament activities • Play leader activities • Class worry boxes • Parent Forum |