

Mawsley Community Primary School



Equality Policy

Policy Ownership	Headteacher
Statutory Requirement	Yes
Formal Review of Policy	Term 2 2023 - 24
Formal Review of Equality Objectives	Objectives for 2023-2027 (updated annually)

Introduction

At Mawsley CP School, we value the individuality of all of our pupils and staff. We are committed to giving all our pupils and staff the opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate (1) any unlawful discrimination because of sex, gender, race (which includes ethnic or national origin, nationality and colour), disability, religion or belief, sexual orientation or age, (2) bullying, (3) harassment/abuse including sexual harassment/abuse or (4) victimisation of any kind. All pupils will be given the opportunity to experience, understand and celebrate diversity and acceptance of others choices and experiences.

Aims

At Mawsley CP School, we will:

- strive to eliminate all forms of unlawful discrimination, harassment and victimisation;
- promote and advance equality of opportunity;
- educate our children about a range of protected groups and ensure visibility for those groups within our curriculum to ensure equality and diversity is proactive rather than reactive;
- foster good relations between all groups.

We:

- prepare and police this policy
- monitor and assess the impact of all of our policies, including this one, on pupils, staff, parents and carers of different groups, paying particular attention to the impact of these policies on pupils' attainment levels and conduct.

Principles

These three principles underpin all our procedures and practice:

- every child matters and every pupil should have the opportunity to achieve the highest possible standards;
- every pupil should develop a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive to and respectful of other people and their identity, culture and beliefs;
- every pupil should develop the knowledge, understanding and skills they need in order to take an active and responsible role in society.

Responsibilities

In our school, we all take responsibility for promoting equality, but the following have specific responsibilities:

- the **Governing Board** will seek to ensure that the school complies with all relevant legislation and that this policy and its procedures are implemented. A specific governor will be appointed to lead in this respect.
- The **Headteacher** will also see that the policy and its procedures are implemented, as well as ensuring that staff are aware of their responsibilities, that staff receive appropriate training and support in putting this policy into practice and that appropriate action (including disciplinary action where required) is taken against any pupil or staff member who unlawfully discriminates, harasses or victimises another person.

- All **staff** will deal with incidents in accordance with school procedures, and will know how to and visibly challenge bias and stereotyping. They will not discriminate on any unlawful ground, nor will they harass or victimise. They will also support our children to learn about all members of our community and global society with acceptance and compassion.
- **Volunteers, visitors** and **contractors** will be required to comply with the school's equality policy.
- All **children** will be encouraged to recognise their personal responsibility for treating people with acceptance, fairness and kindness.

Tackling harassment

Any incident of harassment is unacceptable in our school. Please refer to the Anti-Bullying and Harassment Policy for further information.

The school is required to record and to report incidents of racism to the Governing Board and the local authority.

All pupils, staff, parents and carers, and volunteers are aware of our procedures for dealing with discriminatory incidents, and all staff are trained to deal firmly, consistently and effectively with such incidents.

Attainment, progress and assessment

The school has high expectations of all pupils and staff. It is dedicated to helping all pupils achieve the highest possible standards.

Monitoring is essential to ensure that groups with protected characteristics are not being disadvantaged and that appropriate action planning can take place.

We make regular assessment of pupils' learning, and use this information to track pupils' progress as they move through the school. As part of this process, we monitor attainment and progress by gender, ethnicity and special educational needs.

School performance information is evaluated in comparison with national and local authority data, to identify any patterns of underachievement. The Governing Board receives regular updates on information concerning pupils' performance.

We also monitor the following records, to check them for signs of unlawful discrimination: attendance, admissions, exclusions, racist/sexual/LGBTQ incidents, the SEN list and applications of the behaviour policy.

A safeguarding log is also kept with regards to behavioural incidents between pupils which is regularly tracked for any patterns relating to protected characteristics in particular; LGBTQ, ethnicity, SEN and disadvantage.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils, and prepare them for life in a society of diverse cultures and identities;
- use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs;
- use materials that ensure protected characteristics (and children whom may identify with such characteristics) are visibly represented within our

school;

- challenge discrimination and stereotyping and teach pupils how to recognise bias;
- teach children to challenge discrimination and stereotyping themselves (or report it if they feel unsafe to challenge personally) to nurture a whole school culture of acceptance;
- provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity;
- employ a range of styles, including collaborative learning, so that pupils can learn to value working together;

- provide educational visits and extra-curricular activities that reflect all groupings amongst our pupils;
- take account of the performance of all pupils when planning for future learning, and setting challenging targets;
- take account of the familial and extra-familial experiences of our children and consider how we may best reflect or support them through the delivery of our curriculum.

Behaviour

The school ensures that procedures for disciplining pupils and staff, and for managing behaviour, are fair and just to pupils and staff from all groups.

All staff operate the school's behaviour policy of rewards and sanctions in a consistent manner. Records of behaviour incidents are kept, reviewed weekly and analysed termly to promote a culture of safety for all learners.

Staff are aware that some protected characteristics, such as disability and cultural background, can affect behaviour, and take this into account when dealing with unacceptable behaviour.

Exclusions and the use of rewards and sanctions are monitored by protected characteristic, to identify any patterns.

Partnership

All parents and carers are encouraged to play a full part in the life of the school and, in relation to disability, reasonable adjustments to enable this will be made where appropriate. The school works with parents, carers and the community to develop positive attitude towards equality and to address any specific concerns or incidents.

We consult with staff, parents and carers and pupils about their opinions on the impact of our policies. Parents receive an annual questionnaire about the school, and this seeks to find out how parents and carers view the work of the school in regard to equality.

Staff recruitment and professional development

The school recruits, trains and promotes its staff only on the basis of skills and ability and the needs and requirements set out in the relevant job description and person specification.

Induction for new staff covers the area of equality.

All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that the school promotes equality. Their training is linked to priorities in the school development plan and funding for this professional development is identified within the school budget.

Members of the Governing Board identify their own training needs in relation to equality. Governors and members of staff involved in the selection and appointment of staff will ensure that the principles and practices of equality are adhered to. The school supplies the local authority with data relating to the protected characteristics of people appointed to work at the school.

Complaints

All those who feel that they have not been treated in accordance with this policy are encouraged to seek to resolve the matter informally first, with the other person or people involved.

If that does not resolve the matter, or is felt not to be appropriate:

- **pupils** should discuss matters with their class teacher (supported by their parents or a safe adult in school if needed). If this does not resolve the situation, they should discuss matters with the Headteacher, who will decide on the appropriate course of action;
- **staff** should follow the procedure set out in the staff Grievance Policy; and
- **parents and carers, volunteers and other adults** should follow the procedure set out in the school's Complaints Policy.

Monitoring and review

The Governing Board is aware of its responsibility to monitor the impact of the school's work to promote equality, and this will be reported on at governors' meetings.

We have a rolling programme of policy review, and this policy will be reviewed every year, however the equality objectives will be reviewed every 4 years. As policies are reviewed and amended, we check that the principles stated above are properly considered, and are embedded into both policy and practice. In this way, our governors seek to ensure that due regard is given to the promotion of equality within each policy and area of practice.