



## Mawsley C.P School Equalities Information



On 5 April 2011 the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales. This Duty replaced the Race, Disability and Gender Equality Duties.

The 3 aims of the Equality Duty is:

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.

### Guiding Principles

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

Mawsley Community Primary School has considered how well we currently achieve these aims with regard to the nine protected equality groups: race, disability, sex, gender reassignment, marriage and civil partnership, age, pregnancy and maternity, religion and belief, sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.



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## Safeguarding Children

Mawsley Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. Enhanced DBS clearance is essential for all posts at our school. All safeguarding procedures and information can be found in Mawsley Primary School’s Safeguarding Policy. The ethos of the entire school community including all staff, governors, parents and carers is to support all children regardless of their differences and to ensure that they are happy and safe.

<b>EQUALITY</b>			
<b>Aims of the General Duty</b>			
	<b>What evidence do we hold and how have we engaged with protected groups in order to ensure that we eliminate unlawful discrimination, harassment and victimisation?</b>	<b>How do we advance equality of opportunity between people who share a protected characteristic and those who do not? How have we engaged with protected groups?</b>	<b>How do we foster good relationships and engagement with protected groups to develop good relationships?</b>
<b>Race</b>	<ul style="list-style-type: none"> <li>- There is a clear reporting system for incidents of racism and this is reported to the governing body on a termly basis.</li> <li>- Children of all races are provided with the same opportunities within school</li> <li>- All staff complete regular Equality and Diversity training in line with the school’s annual training cycle.</li> <li>- Behaviour and Inclusion policies are in place to eliminate racial discrimination.</li> <li>- Recruitment of staff ensures that people are employed regardless of their race,</li> </ul>	<ul style="list-style-type: none"> <li>- Data is analysed to identify trends relating to ethnicity and first language.</li> <li>- Children report that they feel included within our school regardless of their race.</li> <li>- Adults feel comfortable approaching the school and seeking support regardless of their race.</li> <li>- Families that have English as an additional language are identified and offered support.</li> <li>- Curriculum celebrates diversity and develops knowledge and understanding of race</li> <li>- Members of the Senior Leadership Team and Local Governing Board have completed safer recruitment training to help minimise bias when recruiting.</li> </ul>	<ul style="list-style-type: none"> <li>- Family Support Worker is employed by the school to support all parents regardless of race and to ensure that all parents feel part of the whole school community.</li> <li>- Multi cultural events are held throughout the academic year to celebrate all cultures.</li> <li>- Diversity is reflected within the school reading scheme and a range of books are available within the library.</li> <li>- The curriculum throughout the school involves opportunities to celebrate family life and culture.</li> </ul>



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<b>Disability</b>	<ul style="list-style-type: none"> <li>- Pupils with disabilities participate in all school events.</li> <li>- The school building is accessible to all and facilities are available for use by people with disabilities including visitors for example designated parking spaces; toilet facilities and wider doorways</li> <li>- Recruitment of staff ensures that people are employed regardless of any disability.</li> <li>- Behaviour and Inclusion policies are in place to eliminate disability discrimination and a disability accessibility action plan is in place.</li> </ul>	<ul style="list-style-type: none"> <li>- The school engages positively with external agencies when relevant to provide support e.g. OT and physiotherapists</li> <li>- Members of the Senior Leadership Team and Local Governing Board have completed safer recruitment training to help minimise bias when recruiting.</li> <li>- Reasonable adjustments are made for any stakeholders with a disability               <ul style="list-style-type: none"> <li>o Adjustments made for staff include: individual Risk Assessment processes; advice taken from Occupational Health where relevant.</li> <li>o Adjustments made for pupils include: individual Risk Assessments; access to modified resources; personalised emergency plans.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Offering help to parents signposting to relevant groups for help and support</li> <li>- All parents are asked to complete a medical information questionnaire on entry and this is repeated annually and followed up by staff to ensure that information is current and relevant and parents are involved to ensure that reasonable adjustments are in place.</li> <li>- Images for PE reflect a range of abilities and pupils are encouraged to participate in both inclusive sporting events and competitions and those specifically for those with disabilities.</li> <li>- The PSHE curriculum; thinking skills approach; and whole school, phase and year group assemblies encourage understanding of different needs.</li> <li>- Support is available from the school's SEN team and Family Support Worker as required.</li> </ul>



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<b>Sex</b>	<ul style="list-style-type: none"> <li>- The school works to actively address stereotypes and raise awareness through assemblies and PSHE sessions.</li> <li>- All children, staff and other stakeholders are able to participate in all aspects of the curriculum and all school events and activities regardless of sex.</li> <li>- The school dress code allows for personal choice.</li> </ul>	<ul style="list-style-type: none"> <li>- Attainment data is analysed for all year groups to identify and trends in data that are reflective of gender.</li> <li>- Members of the Senior Leadership Team and Local Governing Board have completed safer recruitment training to help minimise bias when recruiting.</li> <li>- Positive discrimination is also utilised when appropriate in order to support challenge of gender stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>- Encouraging good role models in school for specific activities e.g. encouraging male family members to visit reading sessions with children.</li> <li>- All curriculum elements are available to and accessed by both sexes.</li> </ul>
<b>Gender Reassignment</b>	<ul style="list-style-type: none"> <li>- All children, staff and other stakeholders undergoing gender reassignment are able to participate in all aspects of the curriculum and all school events and activities</li> <li>- Recruitment of staff ensures that people are employed regardless of gender reassignment</li> <li>- Staff undertake training on Equality and Diversity regularly.</li> </ul>	<ul style="list-style-type: none"> <li>- The school's culture and ethos promotes inclusion of all and encourages all stakeholders to accept and celebrate differences.</li> <li>- Not currently reflected in staff or pupil body but a commitment remains to ensure that all relevant policies are followed to ensure that good relationships are fostered.</li> </ul>	<ul style="list-style-type: none"> <li>- The school's culture and ethos promotes inclusion of all and encourages all stakeholders to accept and celebrate differences.</li> <li>- Not currently reflected in staff or pupil body but a commitment remains to ensure that all relevant policies are followed to ensure that good relationships are fostered.</li> </ul>



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<p><b>Pregnancy and Maternity / Paternity</b></p> <ul style="list-style-type: none"> <li>- We have no experience of pupil pregnancy but our curriculum provides knowledge and information in this area. We would seek support and guidance from the school nursing team.</li> <li>- We support expectant mothers and fathers on staff – pregnancy and maternity policies are followed when staff pregnancies are involved including in the generation of risk assessments and protections in place regarding dismissal / redundancies and to ensure that those on leave are still able to access opportunities for promotion.</li> <li>- Staff are able to take paid leave in order to attend reasonable maternity appointments.</li> <li>- Staff undertake training on Equality and Diversity regularly.</li> <li>- Fathers are also treated equally and are encouraged to take paternity leave.</li> <li>- The same policies and rights are applied to staff adopting children.</li> </ul>	<ul style="list-style-type: none"> <li>- Adaptation of duties as appropriate and support during maternity / paternity leave and phased / supported return</li> <li>- Individual risk assessments for expectant mothers are undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>- Meet regularly with staff members affected to discuss any necessary adaptations and arrange keeping touch days.</li> <li>- Flexible working requests are considered.</li> </ul>



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<b>Age</b>	<ul style="list-style-type: none"><li>- Mixed age profile of staff – we welcome the knowledge and skills each individual brings to the workplace.</li><li>- National pay scales in place regardless of age.</li><li>- Staff undertake training on Equality and Diversity regularly.</li><li>- There is no enforced retirement age in place.</li><li>- Flexible retirement / working requests always considered and accommodated where possible</li></ul>	<ul style="list-style-type: none"><li>- Volunteers from all age groups are welcomed in school.</li></ul>	<ul style="list-style-type: none"><li>- We arrange visits from and to a range of centres for all children e.g. preschool, secondary and elderly people groups.</li><li>- Curriculum includes opportunities to include role models from all age ranges.</li></ul>



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<b>Religion and Belief</b>	<ul style="list-style-type: none"> <li>- RE curriculum taught is diverse and inclusive</li> <li>- Curriculum celebrates cultural diversity and art, music, RE, literacy and PHSE schemes of work provide a wealth of opportunities to educate and develop knowledge and understanding of our diverse world.</li> <li>- RE and Collective Worship Policy in place within Curriculum Policy</li> </ul>	<ul style="list-style-type: none"> <li>- Collective Worship / Assemblies are led by range of representatives from other cultures and religions</li> <li>- Visitors from a range of faiths are invited in to school</li> <li>- There are opportunities for parents to share any information regarding to religious or cultural needs.</li> <li>- Alternative menus are provided on request.</li> <li>- Religious practices would be facilitated where required e.g. room for prayer.</li> </ul>	<ul style="list-style-type: none"> <li>- The school's curriculum reflects a wide range of religions and beliefs including celebration of multi-faith festivals and celebrations.</li> <li>- Library materials reflect a range of religions and beliefs.</li> </ul>
<b>Sexual Orientation</b>	<ul style="list-style-type: none"> <li>- School Values ensure that all individuals are treated with respect.</li> <li>- The school represents an inclusive community.</li> <li>- Incident log for bullying regarding sexual orientation in place and are challenged by all school staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum for PSHE includes teaching about different types of sexuality.</li> <li>- A variety of families are represented in the school community.</li> <li>- Celebrities and other public figures are highlighted as positive role models.</li> </ul>	<ul style="list-style-type: none"> <li>- Positive discussions about different types of families and understanding of healthy relationships are promoted in PSHE.</li> <li>- All members of the school community are treated as equal.</li> </ul>