

Misterton Primary and Nursery School

Equalities Information, Objectives

Date Reviewed: Autumn Term 2022

Reviewed by: Head Teacher

Next Review: Autumn Term 2024



OUR INTENT, VISION AND ETHOS

At Misterton Primary School the **children are at the heart** of everything that we do. Through the application of an **ambitious, vocabulary rich** National Curriculum we embed sequenced skills, knowledge and understanding. Beyond this, our children engage in the shaping of the curriculum we teach, to motivate and inspire a **love of learning**.

The school community ensures that each child's **wellbeing** is supported and strengthened to create **healthy, kind and respectful citizens** for the future. Through this, individuality is nurtured and celebrated.

Our local position and context is used as a key resource within our curriculum as a base to explore the **diverse** wider world through cultural capital.

The children are reflective of when to actively deepen their learning by having **aspirations** of themselves in order to achieve highly. Through a **growth mind-set** approach children's **resilience and independence** prepares them for the transition into the next stage of their learning and the whole child is developed.

In addition we strive to develop and uphold the Fundamental British Values of:

- Democracy
- Rule of Law
- Individual Liberty and tolerance of those of different faiths
- Developing personal and social responsibility
- Respect for British Institutions

Safeguarding Statement

At Misterton Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Misterton Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Introduction

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations Amendment Act 2000, Public Sector Equality Duty 2011 and Equality Act 2010.

Our school is committed to developing a Single Equality Scheme that incorporate the existing Disability, Race and Gender Schemes together with actions covering Community Cohesion, Age Religion or Belief and Sexual Orientation.

In our inclusive approach we focus on the well-being and progress of every child and where all members of our 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.

The school's equality action plan takes into account the requirements of the:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 2014
- Equality Act 2010

It links to the following school policies:

- Equality Policy
- Anti-Bullying Policy
- Behaviour and Relationships Policy
- SEND Policy and Local Offer
- Pupils at School with Medical Conditions
- Physical Intervention Policy

Monitoring and Review

The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability and use this information to inform strategies to raise achievement.

The Action Plan will be reviewed annually or sooner if necessary

Context

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.

Principles

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantages that staff, parents/carers or pupils may face in relation to their **protected characteristics**:

- **Age** – we value the diversity in age of staff, parents and carers.
- **Disability** – we recognise that adjustments may need to be made and this will be carried out through evaluation of needs.
- **Gender re-assignment** – we respect the rights of those individuals who wish to undertake the process of transitioning from one sex to another and that they should not experience disadvantage as a result of their preference.
- **Marriage and Civil Partnership** – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- **Pregnancy and maternity** – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.
- **Race** – we note that all have different experiences as a result of our ethnic and racial backgrounds.
- **Religion or belief** – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- **Sex** – we recognise that girls and boys, men and women have different needs.
- **Sexual orientation** – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.

Equality at Misterton Primary School

At Misterton Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith/religion or socio-economic background. We aim to develop 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.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Misterton Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Misterton Primary School approaches equality by:

- Valuing all learners regardless of disability, ethnicity, culture, national status, national origin, gender or faith
- Recognising, respecting and valuing difference and understanding diversity is a strength. We strive to remove barriers and disadvantages people may face
- Fostering positive attitudes and relationships between people with different backgrounds, gender, cultures, faiths, abilities and ethnic origins
- Fostering 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

- Observing 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 recruitment and promotion, and in continuing professional development
- Having the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential
- Working to raise standards for all pupils
- Eliminating discrimination, harassment and victimisation
- Encouraging everyone in our school community to gain a positive self-image and high self esteem

Application of principles within the plan

- Delivery of school curriculum
- Teaching and learning across all year groups
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Teaching and Learning

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

- Monitor achievement data by ethnicity, gender, socio-economic background (Pupil Premium) and disability, identify and action any gaps;
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school population and the local and wider community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents/carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour and Relationships Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. At Misterton Primary School, we are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Types of Discriminatory Incidents

What is a Discriminatory Incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

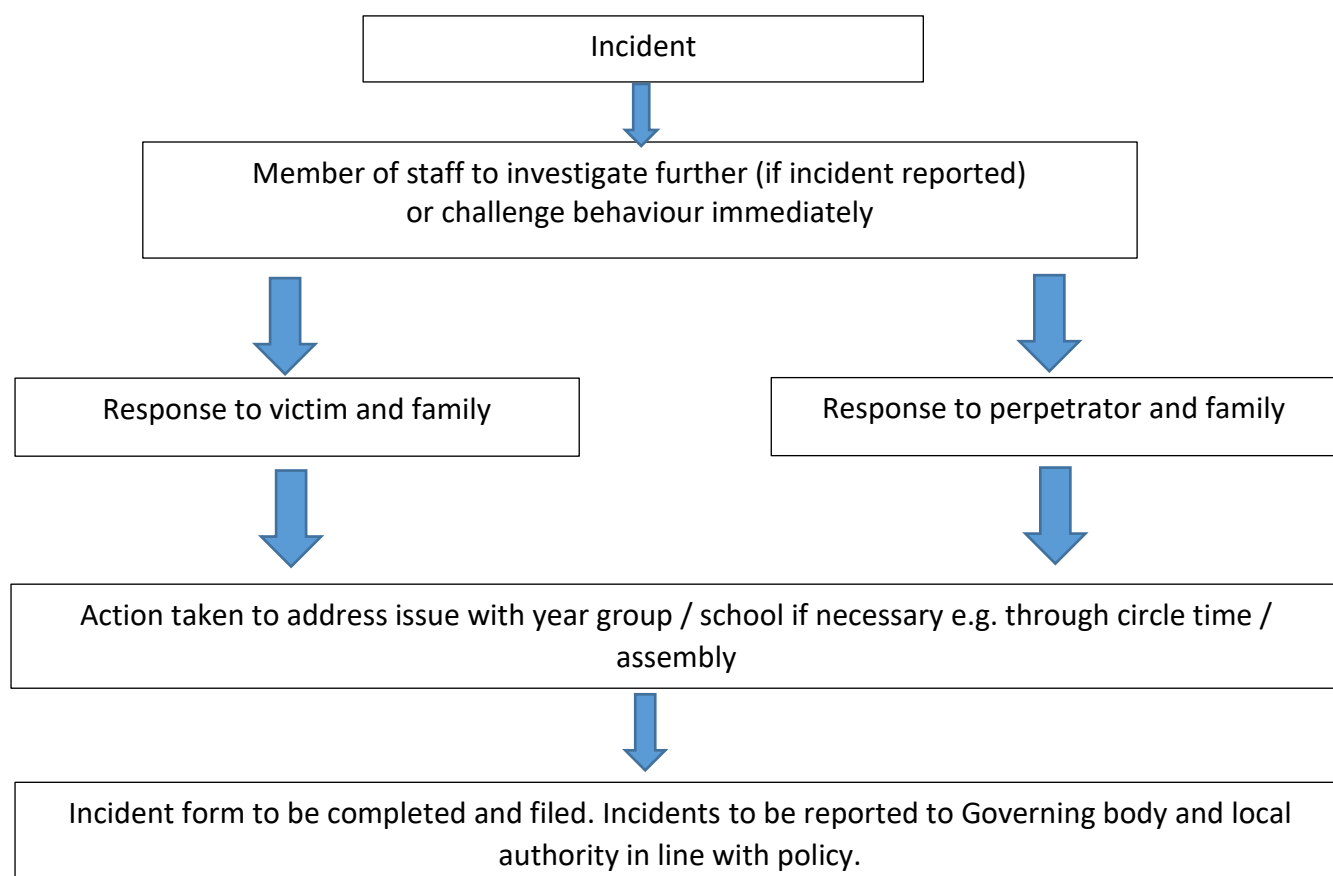
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and Reporting Incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Procedure for responding and reporting is outlined below:



Review of Progress and Impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a four year cycle.

Publishing the Plan

In order to meet the statutory requirements we will:

- Publish our plan on the school website and make sure hard copies are available.
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;

Roles and responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation, and that this action plan and its related procedures are implemented, and that arrangements are in place to deal with any concerns or unlawful action that arises. Robust monitoring will be carried out through:

- Chair of Governors and Head teacher meetings
- Governor Working Groups

- Monitoring and evaluation activities carried out by governors
- Joint Committee meetings
- Full Governing Body meetings

The Head teacher, Safeguarding leads and SENDCo are responsible for implementation of this plan, ensuring that all staff are aware of their responsibilities and given appropriate training and support for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this plan in order to:

- Promote an inclusive and collaborative ethos in their practice
- Deal with any prejudice-related incidents that may occur
- Plan and deliver relevant curricula and lessons in accordance with this plan
- Support pupils in their class who have additional needs

Key Questions that are asked by the Governing Body regarding the school's Equality Action Plan

Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, and staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?

Has the Equality Plan been shaped by the views, input and involvement of others?

Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action and has action been taken to address these?

Does the curriculum include opportunities to understand the issues related to race, disability and gender?

Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through assemblies, the school council or other events in which the children participate?

Is bullying and harassment of pupils and staff monitored by race, disability and gender and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and/or local authority on a termly basis?

Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and assemblies?

Does the school take part in annual events such as Black History Month, Anti-Bullying Week to raise awareness of issues around race, disability and gender?

Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school and are issues such as language barriers considered?

Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?

Are procedures for the election of parent governors open to candidates and voters who are disabled?

The equality objectives above give an overview of the school's action plan. At Misterton Primary School Primary we maintain confidentiality and work to GDPR principles, therefore, we publish information in a way so that no pupil or staff member can be identified.

