



Equality Policy & Objectives

2022



LEGAL FRAMEWORK

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and we are mindful of our Public Sector Equality Duty within the school.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998 guiding principles.

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as 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
- Whatever their sexual identity

Principle 2: We recognise and respect difference.

Treating people equally (principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents

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- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls, boys, women and men

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by policy or activity are consulted and involved in designing of new policies, and in the review of existing ones.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering social cohesion, and greater participation in public life of all groups.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability
- Ethnicity and religion
- Gender

Principle 9: Objectives

We formulate and publish specific and measureable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- Disability

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- Ethnicity and religion
- Gender

Action Review

We recognise that the actions resulting from a policy statement such as this are what make a difference

Annually, we consider our actions within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives that we identify take into account national and local priorities and issues, as appropriate. We review annually our equality objectives and report on our progress towards them.

The Curriculum

Our curriculum follows the 2014 National Curriculum guidelines. We review this annually as part of our self-evaluation. We aim to enable our pupils to have experience of the multi-cultural and diverse society we live in.

Ethos and organisation

We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

Religious Observance

We respect the religious beliefs and practices of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice in line with our policies for Leave of Absence and Attendance.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to at the beginning of this policy:

- Prejudice around disability and special educational needs

- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, and those directed towards travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

Racism and racial discrimination and prejudice related incidents

We take seriously our obligation to report regularly to the Governing Body about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Definitions:

- Racist behaviour – conduct or words which advantage or disadvantage people because of their race, colour, culture or ethnic origin.
- Racist incidents – any incidents which are perceived to be racist by the victim or any other person
- Prejudice-related incident – any incidents which are perceived to be the result of some form of prejudice

We do not tolerate racism of any kind. The Headteacher will take action regarding racist incidents involving pupils, staff, parents, governors or visitors, either as victims or perpetrators.

Procedures for handling incidents of racial/prejudice related harassment

The following procedures are to comply with the stator code of practice for the elimination of racial discrimination and the promotion of racial equality in employment. The same procedures will also be used in the case of any other prejudice related behaviour.

- Incidents of racial harassment will be dealt with in accordance with the Behaviour Policy, straight to the level where the Headteacher is informed. Parents will also be contacted.
- Incidents involving staff, parents, governors, visitors – either as victims or perpetrators – will be reported to the Headteacher and the Governing Body.
- All incidents are recorded in the 'Log of Racist Incidents'. Entries are analysed and reported to the Governing Body in the Headteacher's report.
- A 'Racist Incident Form' should be completed.

Responsibilities of key staff and stakeholders

The Governing Body

The Governing Body has overall responsibility for the promotion of equality, good race relations and the elimination of unlawful discrimination within the school community (see Appendix A). Governors will monitor the policy along with the Headteacher to ensure that it is effective and adhered to.

Headteacher

The Headteacher has overall responsibility for the promotion of equality, good race relations and the elimination of unlawful discrimination within the school community on a day to day basis. The Headteacher monitors the implementation of the policy and any action arising from the policy and evaluates its effectiveness. The Headteacher ensures that staff adheres to the policy and the principles therein and provides appropriate training for all staff. The Headteacher will take action regarding incidents involving pupils, staff, parents, Governors or visitors – either as victims or perpetrators.

All Staff

All staff will ensure that the learning in the classroom is in line with equal opportunities and promotes equality and good race relations. Staff will deal with incidents in line with school policy (see Appendix A). They will also challenge bias and stereotyping thus helping to promote positive race relations. The Headteacher and staff will lead development and monitoring of the curriculum and ensure that our curriculum is multi-cultural, prepares our pupils for life in a diverse society and promotes equality and good race relations.

Monitoring and Evaluation

The policy will be monitored by the Headteacher or named staff on a regular basis, evaluated regularly. The Headteacher will report on the implementation of the policy in the Heads report to Governors. Criteria for review will include:

- Whether there have been any incidents of racial discrimination and the effectiveness of how they were dealt with;
- The extent to which the curriculum and teacher's planning reflects the multi-cultural world in which we live and promotes good race relations;
- Whether any planned actions to promote equality have been effective and what impact they have had;
- The performance of minority pupils is achieved through monitoring:
 - Behaviour
 - Home/School Liaison
 - Attendance and punctuality
 - Attainment and Progress

Review

This policy was developed through consultation with staff, school council and Governors and will be reviewed annually, in line with the school's programme for reviewing policies.

Breaches of this Policy

Any concerns/complaints about the implementation of the policy or any infringement of it will be dealt with in line with our school Complaints Policy which can be requested from the Headteacher and is on the school's website.

Legal Framework

This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality. This policy has been developed to help meet the duty:

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct;
- Advance equality of opportunity between those who have a protected characteristic and those who do not;
- Foster good relations between those who have a protected characteristics and those who do not.

Date of approval by Governing Body – September 2022

Next review – Autumn 2023

Moulton Chapel Primary School
Equality Objectives 2022-23

Understanding out school community

Moulton Chapel Primary School uses the following protected characteristics information to support in identifying barriers to pupils accessing high quality education provision.

The Protected Characteristics are:

- Age
- Disability
- Gender reassignment (transgender)
- Marriage or civil partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex (gender)
- Sexual Orientation

Protected Characteristics Information is collected by the school on Integris

Age and Gender

Year	Female	Male	LAC
6	9	3	0
5	8	4	0
4	2	10	0
3	4	4	0
2	4	6	0
1	7	3	0
Reception	3	5	0
Whole School	37	35	0

Ethnicity

White British / English	Mixed white/ black British	Other mixed background	White Eastern European	Asian
67	3	2	0	0

Religion and Belief

Christian	No religion	Not specified	Other
26	36	11	0

SEN (Special Educational Needs)

SEN support	No SEN support	Educational Health Care Plans
20	52	3

Disability

No Disability	Mobility	Personal Care	Eating & Drinking	Complex development
72	0	0	0	0

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No information was available on the following characteristics:

Gender reassignment: The school does not have any information on whether any of the children on roll have reassigned their gender but will further advice and guidance on how and when to monitor and how to use the data sensitively when collected.

Sexual Identity: The school does not have any information on whether any of the children on roll are lesbian, gay, bi-sexual or transgender as the question has never been asked before. We will seek further advice and guidance on how and when to monitor and how to use the data sensitively when collected.

Equality Objectives:

Objective	How	Impact
To ensure any staff off on long term sick are kept in touch	The HT to have a regular KIT conversation with the member of staff and create KIT days if needed	Staff who have any time off school will feel informed and reintegrate quickly back into the team on their return.
To continue to develop all pupils understanding of British Values, democracy and race equality	<ul style="list-style-type: none"> • PHSE overall planning to include how democracy works and how laws are passed in the country • To maintain an active display showing how we achieve British Values within our school • To ensure that race awareness is developed through assemblies/ PHSE lessons • To look at developing a link with schools with a higher multicultural % than our own 	<ul style="list-style-type: none"> • All pupils have a greater understanding of democracy and how laws are passed • All pupils will show a greater appreciation and understanding of different cultures.
To raise attainment and progress of pupils with English as an additional language	<ul style="list-style-type: none"> • Additional targeted support for children in order to develop their phonic knowledge • Develop use of comprehension to support pupils in understanding English language 	<ul style="list-style-type: none"> • EAL pupils make improved progress • EAL pupils pass the Phonic screening check by the end of Year 1 and EAL in EYFS reach GLD

References:

- The term ethnicity is used in preference to race or racial group, on the grounds that it better reflects the intentions and concerns of race relations legislation.
- There are references where appropriate to religious affiliation and identity.
- There are references where appropriate to sexual identity and to challenging homophobia.
- The duty to promote community cohesion is integrated into the policy, particularly but not only in the third of the seven principles.
- Disability, ethnicity, gender, religion and sexuality are referred to in alphabetical order, not in the order in which legislation requiring scheme and policies were introduced.
- The phrasing at certain points reflects the specific duties required by the Equality Act 2010, particularly the duties to publish information (principle 8), to engage with interested groups and individuals (principle 6), and to formulate and publish objectives (principle 9).
- This policy should be read in conjunction with the 'Prevent' policy from LCC.

Appendix A

The content of this policy applies to Moulton Chapel Primary School and the named person for any issues regarding this policy is **Mrs Lisa Sexton**.

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