

Mountfields Lodge Primary School



Equality Policy

Aim High, Reach for the Sky

Equality Policy

This policy will be once every 3 years, or when DfE legislation requires, or when requested by staff, governors, or parents.

Policy review: Spring 2022

Next review/revise: Spring 2025

Mountfields Lodge is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This policy sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created by the head teacher with the help of the SLT and Pupil Mentor and reflects the pupil and parent voices; it is ratified by the governing body with the help of headteacher/pastoral leader/parents/staff/students in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the **SEND Policy, Admissions Policy, Anti-bullying Policy** and the **Behaviour Policy**.

This policy can be found on the school website, is referenced in the Staff Handbook, and can be found on the staff Shared Drive (Whole School > Policies > Welfare)

Through the creation of this Equalities Policy – **and the subsequent annual Single Equality Plan** - we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed in line with our Policy Review Schedule (once every 3 years) or any time there is an update or change to legislation on age, sexual orientation, religion and belief, or transgender equality, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

School Profile

Mountfields Lodge Primary School is approximately 44% larger than average 5-11 primary school, serving an area of mixed housing extending from the town centre. A high proportion of children (approximately 50%) come from outside the school's catchment area (75% outside our local ward; pupils from 18 local wards make up our school population) and approximately 40% from wards in the bottom 25% of the most deprived in the local area, providing a broad school demographic profile not reflective of the school's 'official' catchment. Approximately 25% of the pupils are non-white British. Mobility of pupils is slightly below the national average.

Pupils join the school from approximately 18 different pre-school settings each year. Attainment on Entry to the school in EYFS has been 'low average' for a number of years with pupils then leaving us attaining broadly at or above the NA.

At Mountfields Lodge we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

Our **School Motto** is:

'AIM HIGH, REACH FOR THE SKY'

Our pupils recognise our motto as being aspirational - they feel it is relevant and apt and encourages them to 'think big' and not settle for less than they deserve. It is as pertinent for all our learners as it is for all those who are in a learning partnership with them - the school staff, parents, family members and friends, outside agencies and providers.

Our **School Vision** is to have learners who develop **EPIC** qualities.

E: We want our pupils to have a love of exploring facts, finding information and developing new skills; we want them to be inquisitive and enquiring.

P: We want them to not give up at the first hurdle (or even the second); we want them to know that effort, commitment and hard work can pay dividends; we want them to persevere.

I: We want them to learn how to learn; to learn how to pursue lines of enquiry and interest for themselves; we want them to develop independence.

C: We want them to be able to tell others, with confidence and clarity, what they know, what they think, what they imagine...we want them to be good communicators.

Our **Pupil Code of Conduct** is:

ACCEPT

Accept, and celebrate, who we are.

Accept everyone; respect and celebrate each other's differences.

Accept that to learn well needs determination and active involvement.

Accept the School Rules and understand we need to make good choices.

Accept that we not only have rights, but with those come responsibilities.

BEHAVE

Behave in a polite and respectful way towards everyone.

Behave in a way that keeps you healthy and safe.

Behave in a way that allows you and other people to learn and teach.

CARE

Care about yourself and for others.

Care about your learning and be proud of your achievements.

Care about the environment and the world in which you live.

These are relevant to ALL our learners.

Roles and Responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The Head teacher has the day-to-day responsibility for coordinating the implementation of this scheme.

➤ The Headteacher and Senior Leadership Team

The headteacher, with the support of the rest of the senior leadership team, will:

- promote the single equalities plan both within the school and externally to the rest of the community
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

➤ **Staff**

School staff will:

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's Behaviour Policy and its Anti-Bullying Policy
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to pupils
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed, and action taken where necessary.

➤ **Pupils**

Pupils at the school will:

- engage with the school in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination, or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's Behaviour Policy and its Anti-Bullying Policy
- set a good example regarding behaviour and social awareness to younger pupils and their peers.

➤ **Parents, Carers, and Visitors**

Parents, carers, and visitors to the school are expected to:

- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow equality when visiting the school.

Key Groups at Risk

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- **Race**
- **Disability**

*You can find all the information about our school's SEND provision including our provision for inclusion in the school's **SEND policy** and the school's **Single Equality and Accessibility Plan**.*

- **Gender and transgender**
- **Religion or belief**
- **Sexual orientation**

Promoting equality and social awareness in school (and within the local community):

Community Cohesion

The school expects all its pupils and staff to act respectfully towards members of the wider community that the school is part of.

Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEND in the school's **SEND Policy**.

All pupils will have regular weekly lessons based on our PSHE 'Jigsaw' SoW; they will have a weekly British Values-based assembly (prepared by the Collective Worship Coordinator); they will undertake RE teaching and learning based on the Agreed Syllabus; the school's Code of Conduct, and its Motto and Vision, will be actively and regularly promoted by all school staff; pupils will be expected to adhere to the school's Operation NiCE and this will be modelled by all school staff.

Pupil Voice

Through our support of pupil voice, we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our pupils how to engage in appropriate age/stage social interactions and get along with a variety of different types of people. This is developed through interactions between pupils from different year groups, pupils and staff, and pupils and the wider community (where possible).

Pupil representatives, who reflect pupil voice, are annually elected – the Eco Reps and the School Council reps - pupil interviews throughout an academic year are undertaken and the completion of the annual Pupil Survey (Y2-6) gives opportunity to access the voice of our pupils

Recruitment

Mountfields Lodge is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, or sexual orientation. As a school we acknowledge that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all our activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It *may* then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

More information about our recruitment procedures can be found in the school **Recruitment Policy**.

Staff

➤ Equal Opportunities for Staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made based on merit and ability and in compliance with the law.
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils, and parents, and comply with reasonable requests relating to religious observance and practice.
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

➤ Staff Discipline and Suspension

Mountfields Lodge is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our **staff discipline, conduct, and grievance policy**.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The **school's Performance Management Policy** provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees and hopes never to have to discipline anyone as a result of misconduct. The **Staff Code of Conduct** is both implicit and explicit in our Staff Handbook (annually updated; copies can be found on the school's Shared Drive > Whole School > Personnel and a paper copy can be found in the staffroom); all new staff are provided with a copy as part of their induction.

Behaviour, Exclusions and Attendance

The school **Behaviour Policy** takes full account of the duties under the Equality Act. We make reasonable, appropriate, and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and will take action to address any concerns that arise in this area.

Read our school **Attendance, Behaviour and Exclusions policies** for more information on the processes surrounding these topics.

The Curriculum

The 'drivers' around which our curriculum is centred, without any subject preference or bias, are:

EXPLORE PERSEVERE (BE) INDEPENDENT COMMUNICATE

We want our pupils to develop EPIC qualities and become EPIC learners.

E: We want our pupils to have a love of exploring a variety of art media and techniques and developing new skills; we want them to practise and refine their work.

P: We want them not to give up at the first hurdle (or even the second); we want them to know that effort, commitment, and hard work can pay dividends; we want them to persevere and take creative risks.

I: We want them to learn how to learn; to learn how to pursue their ideas and interests themselves; we want them to develop independence.

C: We want them to be able to tell others, with confidence and clarity, what they know, what they think, what they imagine...we want them to be good communicators.

Whilst our 'Curriculum to Inspire' is based on the EYFS Curriculum and the National Curriculum, we have been proactive in our school by developing a new curriculum which inspires our children to learn and is relevant to their needs now - and in the future. We have tried to balance the 'have to' aspects alongside the 'got to' and the 'want to' aspects.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent, and motivated learners in readiness for their next stage of education.

The Key Characteristics that we have identified, and that we believe, will make a **GOOD CITIZEN** are:

- The ability to accept that they have rights and that with those come responsibilities.
- The ability to accept, respect and celebrate themselves and others, including all our differences.
- Behaving in a way that is polite and respectful.
- Making choices that keep themselves and others healthy.
- Assessing risks to help themselves stay safe.
- Caring about their learning and behaving in a way that helps themselves and others to learn.
- The ability to understand how they learn and confidently persevere when faced with a challenge.
- The ability to understand different relationships and how to communicate appropriately in different situations.
- Making a contribution to the life of the school and wider community.

We believe PSHE equips pupils with skills that will enable them to be responsible citizens of the future. We want our children to show respect and appreciation for themselves and others and understand the impact their actions can have.

This is inherent on our agreed ABC School Conduct: Accept Behave Care

Monitoring and Review

The **annual Single Equality Plan** will be reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality, and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

Information will be gathered through:

- identification of children and young people, parents, carers, staff, and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children's and young peoples' views, actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum;
- uptake of the extended school offer by different groups;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

Outcomes

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an action plan will be put in place to aid these outcomes. The Action Plan will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review.

Equality Impact Assessments

Impact assessments are randomly carried out as part of the review of school policies to assess whether the policies or plans are having a negative or adverse, or positive impact on groups and individuals within the school community.

Appendix A sets out the school's EIA template.

Reporting On Our Progress

The Annual Single Equality Plan will be reviewed each year and the reviewed Plan will be shared on the school's website.

Appendix A: Equality Impact Assessment

Question	Response
1. Name of policy being assessed	
3. What involvement and consultation has been done in relation to this policy? <i>(e.g. with relevant groups and stakeholders)</i>	
4. Who is affected by the policy?	

Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the policy)
Disability			
Gender reassignment			
Marriage or civil partnership			
Pregnancy and maternity			
Race			
Religion or belief			
Sexual orientation			
Sex (gender)			
Age			

Evaluation:

Question	Explanation / justification	
Is it possible the proposed policy could discriminate or unfairly disadvantage people?		
Final Decision:	Tick the relevant box	Include any explanation / justification required
1. No barriers identified, therefore activity will proceed .		
2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups		
3. You can adapt or change the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore, you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		

Will this EIA be published* Yes/Not required	
Date completed:	
Review date (if applicable):	