



# **Model Equality and Diversity Policy**

## **Melbury Primary School**

<b>Name of School: Melbury Primary School</b>
<b>Date adopted by Governing Body: March 2024</b>
<b>Date of next review: March 2027</b>
<b>Signed</b>  <b>Chair of Governing Body:</b>  <b>Headteacher:</b>

# 1. Introduction

- 1.1 At Melbury Primary School we focus on the wellbeing and progress of every child and every member of our school community (staff, parents/carers/guardians and visitors) and recognise that each person is of equal worth and our Equality and Diversity Policy reflects how our school meets the duties as set out in the **Equality Act 2010**.
- 1.2 Our policy also seeks to ensure that we continue to tackle issues of disadvantage and underachievement of different groups.
- 1.3 We recognise that these duties reflect international human rights standards as expressed in the **UN Convention on the Rights of the Child**, the **UN Convention on the Rights of People with Disabilities** and the **Human Rights Act 1998**.
- 1.4 Our approach is based on seven key principles that apply to our whole school community, children, staff, parents/carers/guardians and visitors.
- 1.4.1 **Everyone in the whole school community is of equal value.** Whether disabled or not, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious/non-religious affiliation or faith background and whatever their sexual orientation.
- 1.4.2 **We recognise, respect and value difference and understand that diversity is strength.** We take account of difference and strive to remove barriers and disadvantages that people may face in relation to disability, ethnicity, gender and gender identity, religion, belief/faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.
- 1.4.3 **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 1.4.4 **We foster 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 the wider community and to feel that they are respected and able to participate fully in school life.
- 1.4.5 **We observe 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 in recruitment and promotion and in continuing professional development.

- 1.4.6 **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
- 1.4.7 **We work to raise standards for all pupils, particularly our most vulnerable.** We believe that improving the quality of education for our most vulnerable pupils raises standards across the whole school.

## 2. The Equality Act 2010

- 2.1 The Equality Act 2010 is the foundation on which our legal responsibilities are built. The Act ensures that our children, staff and visitors are protected from discrimination, harassment and victimisation on the grounds of several '**protected characteristics**'. This means that our school cannot discriminate or treat people less favourably because of their **sex (gender), race, disability, religion/belief or none, gender reassignment, sexual orientation, pregnancy or maternity, marriage and civil partnership and age.**
- 2.2 The Act requires schools to comply with the **Public Sector Equality Duty** and two **specific duties.**
- 2.3 The **Public Sector Equality Duty** requires schools to:
- Eliminate unlawful discrimination, harassment and victimisation
  - Advance equality of opportunity between different groups
  - Foster good relations between different groups.
- 2.4 The Act also has two **specific duties.**
- Schools publish information to show compliance with the Equality Duty
  - Schools publish **Equality Objectives** at least every four years.
- 2.5 The duties are listed in section **C. Other statutory documents** of the DfE's document entitled **Statutory policies for schools: Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law.**

## 3. Meeting the Public Sector Equality Duty

- 3.1 The following list is not exhaustive and schools should amend/add as they consider appropriate. These should be used to inform the school's equality objectives and actions in appendix 1. It is expected that schools will identify key priorities, informed by qualitative and quantitative analysis, and developed further over the four year cycle.

3.2 Schools can obtain further support and information from the City Council's Equality and Community Relations Team [equalityanddiversityteam@nottinghamcity.gov.uk](mailto:equalityanddiversityteam@nottinghamcity.gov.uk) or telephone 0115 876 2747.

3.3 Schools should address the following points when considering their objectives and actions:

**3.3.1 What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of issues of equality in relation to admissions and exclusions.
- We work towards ensuring that reasonable adjustments are made for disabled people
- We actively promote equality and diversity through the curriculum
- Every policy will link in and make reference to the school's Equality and Diversity Policy.
- We work towards creating an environment that champions respect for all.
- We ensure that staff employment, training and promotion is based on principles of equality.
- We will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disablism.

**3.3.2 What we are doing to advance equality of opportunity between different groups**

- We know the needs of our school population and collect and analyse data e.g. gender, disability and ethnicity by year group in order to inform planning and identify targets for improvements particularly between specific groups of children e.g. disabled children.

**3.3.3 What we are doing to foster good relations**

- We prepare our pupils for life in a diverse society by ensuring that curriculum activities promote the spiritual, moral, social and cultural development of pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other

### 3.4 Meeting the specific duties

#### 3.4.1 What we are doing to show compliance to the Public Sector Equality Duty (PSED)

- We evaluate our success in meeting the PSED by the extent to which we achieve improved outcomes for the different groups within our school. We produce equality data which inform our Equality Objectives

#### 3.4.2 What we are doing re: Equality Objectives

Our objectives for **2018-20** are:

- **To eliminate discrimination, harassment and victimisation** we will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disablism
- **To advance equality of opportunity between different groups** by refining the way we collect and analyse data around the new curriculum and assessment frameworks, particularly around specific groups eg disadvantaged pupils.
- **to foster good relations** we want to provide more opportunities for pupils to appreciate their own culture and celebrate the diversity of others.

which we will publish **every 4 years** alongside our policy with copies available on request in a variety of languages and formats. Appendix 1 should be used for each objective identified, for which an action plan should be created, to be monitored and reviewed on a regular basis and reported at termly meetings of the full governing body.

#### 3.4.3 Consultation

- In order to meet the PSED, consultation of the Policy should be undertaken with the whole school community.

## 4. Roles and Responsibilities

### 4.1 Governing Body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body **Mr Miles Williams** has a watching brief regarding the implementation of this policy.

### 4.2 Headteacher and Leadership Team

The Headteacher and Leadership Team is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given

appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

#### **4.3 Teaching and support staff**

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any incidents of victimisation, discrimination, harassment and prejudice.
- Keep up-to-date with equalities legislation relevant to their work
- Support different groups of pupils through differentiated planning, teaching and making reasonable adjustments for disabled pupils and those for whom English is not a first language

#### **4.4 Breaches**

Breaches will be managed by the Headteacher and Governing body

#### **4.5 Monitoring and Evaluation**

We will collect and analyse qualitative and quantitative data relating to the implementation of this policy to monitor its effectiveness and will review and amend when necessary

**Review date: March 2027**

**Signed: Chair of Governors:** L. Case

**Headteacher:** J. Kemplay

**Date:** 20/3/24

## Action Plan Template

<p>Equality Objective No 1</p> <p><b>To eliminate discrimination, harassment and victimisation</b> - we will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, misogyny, biphobia, sexism, ageism and disability</p>		
OUTCOMES		MEASURED BY
<ul style="list-style-type: none"> <li>Discrimination and name calling of identified groups of children/groups is reduced</li> </ul>		<ul style="list-style-type: none"> <li>Pupil voice</li> <li>Parent voice (questionnaires annually)</li> <li>Log of incidents</li> </ul>
Activity	Lead	Progress Milestones
To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability.	All staff Governors	More diversity reflected in school displays and materials for lessons across all year groups
To identify, respond and report racist, misogynist, homophobic etc. incidents – use log of incidents including racist forms To report the figures to the Governing body on a termly basis.	Head Teacher /DHT Governors Staff – to talk to children about what is acceptable and how to report in PHSE lessons	Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff /SLT. Staff followed guidance consistently and effectively as outlined above. Governors are informed regularly of any recorded incidents regarding the equality groups. Nil reporting is consistently challenged
To ensure opportunities arranged within school have an appropriate balance between girls and boys particularly in sporting events	DHT / PE Leader Governors	To ensure opportunities arranged within school have an appropriate balance between girls and boys particularly in sporting events
To ensure pupils with a disability are actively involved in school activities eg clubs. To ensure there is effective transition between classes and schools.	James Brown	Pupils with a disability are participating in extra-curricular activities. Pupils, parents and staff have opportunities to meet and discuss relevant issues before commencing a new school year.

Equality Objective No. 2

To **advance equality of opportunity between different groups** by refining the way we collect and analyse data around the new curriculum and assessment frameworks, particularly around specific groups e.g. disadvantaged pupils.

OUTCOMES		MEASURED BY
<ul style="list-style-type: none"> <li>• Pupils from all groups attain well and make at least expected progress from their individual starting points</li> <li>• Outcomes for disadvantaged pupils match or exceed other pupils nationally</li> <li>• Outcomes for LAC and post LAC pupils continue to improve and any attainment gaps are closed.</li> <li>• Pupils individual needs are addressed, particularly those most vulnerable including disadvantaged, SEND, LAC</li> </ul>		<ul style="list-style-type: none"> <li>• Outcomes for each identified vulnerable groups in each year group and overall</li> <li>• Outcomes at the end of Foundation Stage, KS1 and KS2</li> <li>• Progress of SEND pupils working below their key stage</li> </ul>
Activity	Lead	Progress Milestones
Monitor pupil outcomes across the school and alert individual teachers, year groups and school leaders where potential under-performance is identified	DHT	Termly assessments HT report to Governors
To monitor and analyse pupil achievement and progress by race, gender and disability and will act upon any trends or patterns in data which require additional support or intervention	DHT / Assessment Lead  SLT  Governing body	Pupil achievement and or progress for equality groups and vulnerable groups is in line with national, and where there are gaps these are narrowed through effective monitoring and intervention.
Be as flexible and responsive to needs as possible. e.g. reduction of support as the young people develop a greater level of independence  Review the pupil cohort and identify potential additional pupils and families who may benefit from this support  Explore options of more effective use of support staff to increase the capacity of the resource and develop the independence of pupils with SEND/EAL	James Brown	Staffing is designed to meet the needs of the specific cohorts at that time in school – reviewed annually to meet needs of all children.



To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	SLT	All school events have pupils from all groups participating, with monitoring of groups where there is less take up.
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<p>Equality Objective No. 3  <b>To foster good relations</b> we want to provide more opportunities for pupils to appreciate their own culture and celebrate the diversity of others</p>		
OUTCOMES		MEASURED BY
<ul style="list-style-type: none"> <li>All pupils feel that their cultural heritage is acknowledged and valued</li> <li>Addressing issues which have had a negative impact on people of different cultural backgrounds</li> </ul>		<ul style="list-style-type: none"> <li>Pupil voice</li> <li>Reflected in day to day life in school</li> <li>Coverage in curriculum – books</li> <li>Assembly content</li> </ul>
Activity	Lead	Progress Milestones
Increase pupil awareness and understanding of different communities and their own heritage	RE Leader/ PSHE Leader	Broaden the children's understanding of the local and global community.- display in hall (Golden Threads Themes)
Carefully consider taught themes to ensure cultural balance	SLT Curriculum subject leaders	Long Term Curriculum plan revised to reflect 21 <sup>st</sup> century Britain - themes and activities which promote diversity and cultural awareness. Issues such as cultural and historical racism are discussed (eg slavery)
Continue to embed the golden threads which run throughout our curriculum and enhance it – diversity, leadership, inequality, plastic pollution, global warming and climate change and children's mental health.	SLT Louise Maltby (curriculum lead)	Evidence of pupil initiated actions Pupils given confidence. knowledge and skills to initiate change Evident in curriculum policies