

# MANFORD PRIMARY SCHOOL



## Equalities Policy and Objectives

2022 - 2025

## 1. Introduction

Manford Primary School represents a culturally diverse community. We welcome, respect and value the wealth of experience this brings to our school and are whole-heartedly committed to race equality.

We acknowledge that racial discrimination exists in society and recognise our responsibility to eliminate racial discrimination and “to promote equality of opportunity and good relations between persons of different racial groups” as required by the RRAA 2000 (Race Relations Amendment Act). We believe that it is vital for our pupils to learn to respect and be tolerant of the diversity within our school community and the world around them. This policy will outline how we intend to achieve this.

## 2. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 3. Entitlement

In 1989, governments across the world promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention says what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.

As part of our school priorities this year, we proudly begin the process of becoming a Rights Respecting School. This policy underpins three articles taken from the convention:

**Article 23:** A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

**Article 28:** Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children’s dignity.

**Article 29:** Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## 4. Legislation and guidance

This document meets the requirements under the following legislation:

- The [Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- The [Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010](#) and schools.

## 5. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher – Julie Donnelly.

The equality link governor is Ellen Matheson. They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Tracey Osei and she will:

- Support the head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor to raise and discuss any issues
- Support the head teacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 6. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

The school has a designated member of staff for monitoring equality issues, Miss Tracey Osei (Deputy Headteacher), and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **7. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data showing how pupils with different characteristics (e.g. SEND, EAL, gender and Pupil Premium) are performing to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups

## **8. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding weekly Rights Respecting assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to foster good relations and remove potential tensions between different groups of pupils within the school. For example, our SMART School Council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## **9. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## 10. Equality objectives

The 2021-22 objectives are defined in the Equality, Links made to Safeguarding Action Plan.

Objective	Strategies	Success criteria
To ensure that staff and governors are aware of current legislation surrounding equality and diversity and understand Manford Primary School's responsibility.	Staff and governor training on Equality, Diversity and Inclusion. School policies implemented reflect equality responsibilities.	Greater awareness and understanding of equalities duties, evidenced through policy development and accessibility of pupils, parents/carers to school information and the curriculum.
To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our school community.	PSHE curriculum, Rights Respecting assemblies which promotes mutual respect and tolerance of those with different faiths/beliefs, tracking hate/bullying incidents to measure impact of above. Review of curriculum to ensure appropriate diversity and positive representation of all communities.	Greater awareness, understanding and tolerance of different groups of pupils and staff. Reduction in hate/bullying incidents, progress in outcomes of student and staff questionnaires. Completion of consultation working towards Redbridge Race Awareness and Equality Scheme
To actively close the gaps in attainment and overall achievement between pupils for all groups of pupils, especially disadvantaged pupils, pupils with special educational needs and disabilities, looked after children and pupils from minority ethnic groups.	Early identification of need through tracking of individual student performance. Provision of tailored support and intervention to enable access to the curriculum and other specialist support available.	Improved attendance and performance for all student groups. Regular challenge, support and monitoring of progress through pupil progress meetings, Local Governing Body meetings and quality assured through external moderation. Accreditation of Silver Diversity Mark
To promote mental health awareness and develop appropriate interventions where necessary.	Provision of external support for pupils and staff where required; consideration of workload for teachers and support staff; staff forums for	Progress in outcomes of the staff questionnaire and student attendance.

	discussion/recommendations about how work-life balance can be maintained	
To continue to refine our recruitment procedures at all levels to ensure a fair and unbiased process.	Provide training to interviewers on equality, diversity and inclusion. Promote equal, fair and inclusive culture of Manford Primary School within marketing material, job vacancy promotion, newsletters etc.	Our recruitment process is robust and is underpinned by our equality principles We have procedures in place to actively eliminate bias