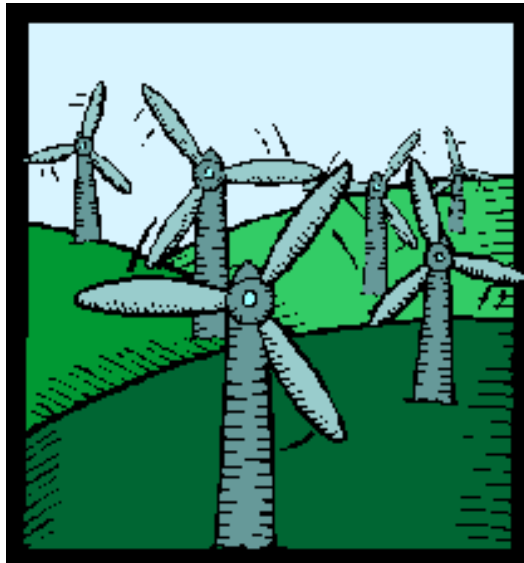


# Millhouse Primary School

## Equality Policy



**Approved by:**

Karen Gray (Headteacher)

**Date:** June 2022

**Last reviewed on:**

**Next review due by:** June 2023

## 1. 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

## 2. 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](#).

## 3. Roles and responsibilities

The governing body 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 headteacher

The equality link governor is Philip Bee. They will:

- Meet with the headteacher every term, and other relevant staff members, to discuss any equality 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 headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term raise and discuss any issues
- Identify any staff training needs, and deliver training as necessary
- Monitor success in achieving the objectives and report back to governors

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

## 4. 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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

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

## 5. 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
- 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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6. 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 tolerance, 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 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 deal with tensions between different groups of pupils within the school. For example, our 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.

## 7. 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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record considering equality issues where relevant, recorded as part of the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and submitted for review by the headteacher electronically (via Evolve system).

## 8. Equality objectives

**Objective 1: Analyse and monitor the assessment data of different groups so that actions can be undertaken to address any gaps in performance.**

Why we have chosen this objective: To ensure all groups of pupils make good progress and achieve well.

To achieve this objective we plan to:

Monitor assessment data of different groups closely – gender/ disadvantaged/ SEN. Explore strategies for accelerating progress/ closing gaps in English and maths. Plan and deliver interventions, including tutoring, to close gaps. Explore strategies to increase parental engagement.

*Progress we are making towards this objective:*

**Objective 2: Develop our curriculum to improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity**

Why we have chosen this objective: For pupils to be aware and accepting of the differences from themselves that they will encounter in the wider world

To achieve this objective we plan to:

Audit opportunities in the curriculum to teach about diversity. Highlight teaching objectives and content to be delivered as needed including finding opportunities to bring minority groups into school. Introduce new RE scheme.

*Progress we are making towards this objective:*

**Objective 3: To narrow the gap in attendance rates between disadvantaged and non-disadvantaged pupils.**

Why we have chosen this objective: To ensure all pupils have the same access to educational high quality education and therefore the same opportunities to achieve success.

To achieve this objective we plan to:

Purchase EWO time as part of Pupil Premium Strategy. Monitor attendance closely and ensure early interventions in place to support pupils. Make use of early help processes to support families where needed.

*Progress we are making towards this objective:*

## 9. Monitoring arrangements

The headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the headteacher at least every 4 years.

## 10. Links with other policies

This document links to the following policies:

- SEN policy/offer
- Accessibility plan
- Risk assessment

## **Appendix A: Key legislation**

### **1. Equality Act 2010 (Revised October 2012)**

This Act Harmonises and streamlines existing equality legislation into one Single Act and protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability
- Gender assignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex/gender
- Sexual orientation

This relates to:

- Prospective pupils
- Pupils at the school

The Act also contains positive action provisions that enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

### **2. The Public Sector Equality Duty commenced in April 2011.**

Accessibility planning

- Information regarding accessibility can be found in the school's Accessibility Plan

### **3. Community Cohesion – Education and Inspection Act 2006**

General duty

- To promote community cohesion

Specific duties

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally

## **Appendix B**

### **Equality Impact Assessments (EQIA)**

#### What is an Equality Impact Assessment?

An EQIA is a considered way of analysing the effect of a policy, practice or project on protected groups equally or whether it potentially may have a disproportionate effect on one or more particular groups.

EQIAs should help us ensure we are not unlawfully discriminating against certain individuals or groups and that we are promoting our positive duties on equality. It is a way to ensure we are meeting the diverse needs of all our pupils and staff.

EQIAs should help ensure that diversity, equality and inclusion run through all areas of school life.

This does not mean undertaking EQIAs for all policies and practices as of now. It is a process of thinking that can be included in the review of policies as part of the policy review cycle. EQIAs can also be considered for all new policies and specific projects, e.g. use of the school playground.

It is not about more paperwork. It is a common sense approach to thinking about what effect policies and actions will have on race, disability, sex and other protected groups.

The effect could be positive, neutral or negative.

If the effect on different groups is not justifiable, what solutions can we come up with to overcome this situation?

#### **Key questions:**

- What are the aims of the policy, practice or project?
- What are the specific outcomes you hope to see?
- Who are the intended beneficiaries of this policy or practice (e.g. all staff)?
- Can you identify any potential adverse or negative effects/impacts in the implementation of this policy, practice or project for certain individuals or groups – on the basis of their ethnic origin, cultural background, faith, disability, SEN, sex, sexual orientation, age, and other criteria (for example EAL, asylum seekers)?
- Identify whom and how
- Are there any positive effects/impacts? On whom and how?
- What evidence do you have to inform your thinking? This can include data, e.g. attainment data.

If we think there may be a negative effect or impact on certain individuals or groups we will draw together relevant, reliable data and information by involving the children, young people, staff and members of the community who may be affected by our policy, practice or project who will provide the best opportunity of identifying impact, exploring solutions and supporting implementation.