



EQUALITY POLICY

This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Equal Opportunities, Racial Equality, Gender Equality and Disability Equality. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

OVERALL AIMS OF OUR POLICY

- ✓ To eliminate discrimination, harassment and victimisation.
- ✓ To promote equality of access and opportunity within our school and within our wider community.
- ✓ To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes¹.

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

In fulfilling our legal obligations Nottinghamshire have produced nine principles which this policy are guided by. Please see Appendix 1

MISSION STATEMENT

The school is committed to providing equality for all as part of our inclusive ethos and this is closely linked to our school vision.

At Robert Mellors Primary Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Robert Mellors Primary Academy we believe that diversity is a strength, which should be respected and celebrated by all.

SCHOOL CONTEXT

There are currently approximately 285 pupils on roll in the main school and 30 in Nursery and this figure is set to increase over the next few years. There is currently one full time equivalent teacher per class and a high level of teaching assistant support.

- The school is situated in an area of high socio-economic deprivation compared to other schools in Nottinghamshire. It has close links with Sure Start.
- There are fewer pupils from ethnic minority backgrounds compared to other schools in Nottinghamshire. The monitoring of attainment of pupils from ethnic minorities shows that there is variation in performance across year groups.
- School performance data shows that the school has less pupils with EAL than other schools and monitoring shows that overall they make good progress.
- The average percentage of pupils on PP is twice the national average but now decreasing.
- Monitoring shows pupils 'in care' make good progress.
- The performance of boys and girls varies across subjects. In general girls outperform boys in reading and writing and boys outperform girls in science and maths but this varies with different cohorts.

LEGAL FRAMEWORK

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;

Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Acts (2006/2010).

The action plan at the end of this Equality Policy outlines the actions **Robert Mellors Primary Academy** will take to meet the general duties detailed below.

a) Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;

- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

b) Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

c) Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

d) Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief or sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

e) Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

THE CURRICULUM/TEACHING AND LEARNING

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

ADDRESSING DISCRIMINATION AND RELATED BULLYING

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

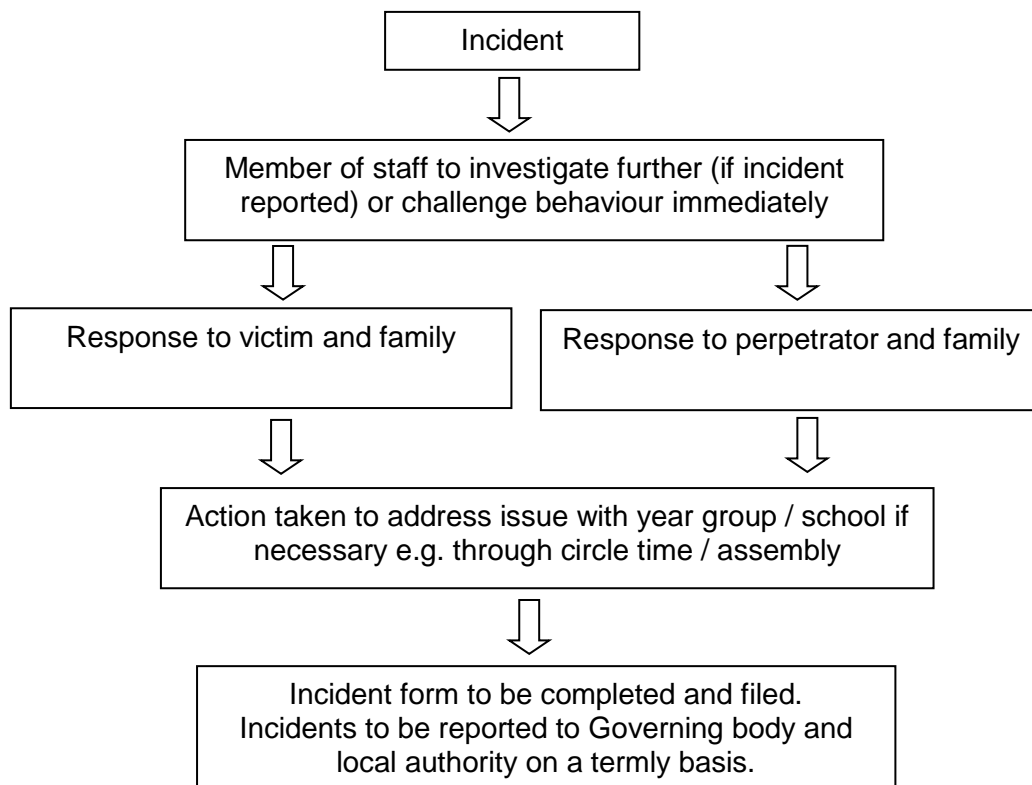
Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



ROLES AND RESPONSIBILITIES

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.
- The Governing body will support the head teacher in the implementation of this policy.

The role of the headteacher

It is the role of the Head Teacher to:

- implement the school's Equality Plan supported by the governing body.
- ensure that all staff are aware of the Equality Plan and support its implementation.
- ensure that all appointments give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- ensure staff have access to training which helps them implement this policy.
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information.
- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy

The role of all staff: teaching and non-teaching

- All staff have a responsibility to keep up-to-date with equalities legislation.
- All staff will ensure that all pupils are treated fairly, equally and with respect.
- All staff monitor the progress of groups of pupils and provide interventions as appropriate to their specific needs.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

The roles and responsibilities within our school community

Our pupils will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

PUBLICISING THIS POLICY/PLAN

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.
- Report to the Governing Body termly on attendance, profile of pupils on roll, exclusions, racial incidents, bullying or other discriminatory incidents.
- Monitor incidents to identify where there maybe ongoing issues that need addressing.

STAFF DEVELOPMENT AND TRAINING

All staff will be made aware of this policy and will be able to access any necessary training in order to support its implementation. The action plan will be linked to our School Improvement Plan and CPD.

MONITORING AND EVALUATION

The Equality Policy and accompanying action plan has been agreed by the Governing Body and will be added to the three year rolling programme for reviewing school policies. In line with legislative requirements, we will review progress against our Equality Plan annually.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Next full review Spring 2019 but action plan reviewed at least annually.

GUIDING PRINCIPLES

In fulfilling the legal obligations cited below, 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
- 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 , maternity and paternity.

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 and 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 a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- Gay people as well as straight

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 greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight

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, religion and culture
- gender

Principle 9: Objectives

We formulate and publish specific and measurable 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
- ethnicity, religion and culture
- gender

**ROBERT MELLORS PRIMARY ACADEMY
EQUALITY POLICY ACTION PLAN 2018 to 2021**

Strand	Action	Who	TIMELINE	Monitoring
All	<ul style="list-style-type: none"> Publish the Equality Plan through the school web site, newsletter and staff meetings. 	HT	On going	Governors
	<ul style="list-style-type: none"> Monitor and analyse pupil achievement by race, gender and disability and implement interventions where necessary. 	CT/SMT	Ongoing termly	HT
	<ul style="list-style-type: none"> Ensure the curriculum promotes positive role models that young people can positively identify with, and that reflects the schools diversity. Plan in opportunities to promote. 	CT	Termly planning	HT
	<ul style="list-style-type: none"> Ensure displays in school promote diversity in terms of race, gender and disability. 	HT	ongoing	HT
	<ul style="list-style-type: none"> Ensure pupils from different race, gender and disabilities are able to participate in school events. 	HT	ongoing	HT
	<ul style="list-style-type: none"> Ensure all pupils are given opportunities to make a positive contribution in the life of the school EG: school council, diversity, pupil voice 	CT	ongoing	HT
	<ul style="list-style-type: none"> Equality Training organised for school staff Invite Sarah Lee to meet with coordinators 	HT	Updated 2018 Autumn 2018	Governors HT
	<ul style="list-style-type: none"> Take opportunities to link with external agencies / professionals to promote equality of all. 	Staff	As opps arise	HT
Disability	<ul style="list-style-type: none"> Ensure any building upgrades consider adaptations for disabilities 	HT	ongoing	Governors
	<ul style="list-style-type: none"> Provide resources that support pupils with additional needs 			
Race	<ul style="list-style-type: none"> Identify, respond to and report racist / other incidents to the Governing Body on a termly basis. 	HT	termly	Governors
Community	<ul style="list-style-type: none"> Refer to community links in SIP 	Coordinator	termly	HT
	<ul style="list-style-type: none"> Plan activities/develop links to promote awareness and understanding of different communities. 			
Gender	<ul style="list-style-type: none"> Ensure activities are planned to engage both boys and girls 	CT	Weekly	HT/SMT
	<ul style="list-style-type: none"> Follow up INSET ideas promoting/challenging/inspiring boys 			
Recruitment	<ul style="list-style-type: none"> Monitor equality of staff recruitment to ensure equality of opportunity for all. 	HT	annually	governors

NB: The school will respond to individual issues as they arise that may not be covered by this action plan.