

Equal opportunities and equality Act Policy

'Together we unlock potential and learn for life'



Moor First School

This policy was approved by the Governing Body of Moor First School at their meeting on:

Chair of Governors

Print:

Sign:

Co-Head Teachers:

Print:

Sign:

Print:

Sign:

Review Frequency
3 Years

Next review: May 2024

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Introduction

The Equality Act 2010 was introduced fully in April 2011.

- 1) We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
- 2) We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- 3) We recognise these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they 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.

The overall objective of this policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities. The principles of this policy apply to all members of the extended school community - pupils, staff, governors, parents and community members. Partners and contractors are also expected to abide by the policy.

Equality, Diversity and Cohesion Statement

At Moor First, we will not tolerate less favourable treatment of anyone on the grounds of: their sex, race, disability, physical ability, age, health, income, religion/belief, colour, ethnic origin or nationality, marital status, gender or transgender, sexuality, pregnancy or maternity status. The purpose of the policy is to ensure that unlawful discrimination (either direct or indirect) and other undesirable behaviour, including harassment or victimisation, does not occur (as outlined in law under the Equality Act 2010).

Through our school ethos, curriculum and community links, we will work towards

- A common vision
- A sense of belonging for all, where everyone is respected.
- Similar life opportunities for all
- Strong and positive relationships between different communities
- Being the best we can be.

Equality and Diversity is more than just meeting legal obligations, or targets. It is about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our school. We will make sure that our employment practices are fair and promote equality. We will actively value the wide variety of lifestyles and cultures, locally and nationally. We will prepare children and young people for living in a diverse society with increasing global connections and controversial issues.

We will ensure that the following principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

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Principles

- 1) All learners are of equal value
- 2) Relevant differences are recognised
- 3) We foster positive attitudes, relationships and a shared sense of belonging
- 4) Staff recruitment, retention and development
- 5) Current inequalities and barriers are addressed and reduced
- 6) Policy development involves widespread consultation and involvement
- 7) Society as a whole benefits

Types of Discrimination:

There are various ways in which discrimination can be said to occur under the Equality Act 2010:

- 1) Direct discrimination: where an individual or group receives less favourable treatment with some unjustifiable reason because of their race, gender, disability, religion, belief, sexual orientation, marital status, pregnancy, maternity or trade union activity (all of which are considered "protected characteristics" under the Equality Act 2010)
- 2) Indirect discrimination: applying unjustifiable requirements and conditions, which have a disproportionate impact on an individual of a particular group.
- 3) Discrimination by perception: (where a person is treated less favourably and is thought to have a protected characteristic even when they do not) is direct discrimination by the employer.
- 4) Discrimination by association: (where an employer treats a person less favourably because of their association with another person who has a protected characteristic) is unlawful discrimination by association.
- 5) Victimisation: occurs when an employee or prospective employee is treated badly because they have done something in relation to discrimination legislation e.g. raising a grievance or supporting a colleague doing so.
- 6) Harassment: unwanted conduct on the grounds of the various protected characteristics under the Equality Act 2010, which violates a person's dignity, creates an intimidating, hostile, degrading, humiliating or offensive environment, and may be intentional or unintentional. Harassment may occur as a result of persistent treatment or an isolated incident.

Moor First School will not tolerate any form of discrimination or harassment from employees, pupils or the public. To help Moor First School in its equality work, it has a range of policies and procedures (see school policies on our website).

Employment/Safer Recruitment

Moor First School is committed to the employment policies and practices, which support the professional development for every member of staff, including part-time, agency and supply. This also includes opportunities for professional development. The aim is to create an environment where Governors and Employees:

- Apply equality and fairness in employment practices.
- Make decisions including advertising of vacancies, short listing, selection, induction, appraisal and training.
- Ensure that development, promotion, and pay will be based on an objective and fair assessment of need.
- Draw the attention of management or the appropriate trade union to suspected acts or practices, which affect equal opportunities.

The school will ensure that:

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- Recruitment procedures are fair, honest and open.
- Take part in Safer Recruitment Training.
- It monitors staff - recruitment, retention and career development by ethnicity, gender, disability and age.

All staff have a right to challenge any decision or action, which they believe to be in breach of these principles. All complaints relating to employment must be made at first informally and, if necessary, the next step should be through the formal grievance procedure. Any member of staff who deliberately or knowingly contravenes the policy will be liable to formal disciplinary action. All complaints are assumed to be made in good faith unless there is evidence to the contrary. If however, an accusation is found to have been made maliciously, disciplinary action may be taken against the person making the false complaint.

Gender

The school is opposed to any direct or indirect discrimination based on gender, including gender reassignment, sexual orientation or marital status. This will include any unequal treatment based on pregnancy/maternity.

We believe that all children should have equal access to all aspects of school life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the school will pursue strategies to ensure that pupils achieve to their full potential. The school will examine its practices to ensure that pupils are given opportunities to achieve and that stereotyped expectations do not limit the experiences available. Staff actively plan together to break down stereotypical expectations. Through our regular staff training, we will raise awareness and use of appropriate teaching and learning styles. We will promote approaches, which provide equality of opportunity, including:

- Taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work.
- Allowing a variety of interpretations and outcomes across the subjects and topics taught.
- Avoiding gender stereotyping when organising pupils into groups

Allegations of harassment and discrimination based on gender, transgender or gender reassignment will be investigated and, where proven, directly challenged. Action will be taken to prevent the likelihood of recurrence. The school's approach will adhere to the Gender Equality Duty (in line with the Sex Discrimination Act 1975) and take account with regards to gender identity of the Recognition Act 2004, Employment Equality (Sexual Orientation Regulations 2003 and Gender Recognition Act 2004).

Disability

Moor First School accepts the definition of a disabled person as someone who has:

"A physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities."

The Disability Discrimination Act 2005 identifies a number of conditions such as cancer, HIV infection or multiple sclerosis, which are deemed to be disabilities from the time of diagnosis. For many years, the school has worked actively to promote positive attitudes towards disabled people and to encourage participation by disabled people in the life of the school. We promote disability equality in our policies, procedures and curriculum even if this results in more favourable treatment within the parameters of "reasonable adjustment"; this policy details steps to help the school meet these requirements, and further updates to this policy will be made as guidance is received. We will consider the needs of all people in school including:

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- Pupils who may be disabled but not have a statement of special educational need / Education Health Care Plan nor be on any stage of special needs assessment.
- Teachers and other school staff.
- Governors.
- Professionals from other agencies.
- Parents.
- All visitors to school.

In addition, the school will ensure that discrimination does not occur and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled. We will seek to support all students and employees with health conditions or resulting disabilities whether or not they are covered by the Equality Act 2010.

We will ensure that our policies, in particular in relation to admissions procedures, do not place disabled students at a disadvantage. The school will work with the LA to audit the school for facilities and access for disabled people and for access to buildings, facilities and the curriculum. It will maintain updated written information on facilities and services and produce a plan to develop accessibility, which is regularly updated.

Teachers will take specific action to enable the effective participation of students with disabilities by:

- Planning appropriate amounts of time to allow for satisfactory completion of tasks.
- Planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum.
- Identifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals.

The school's approach to Disability includes its formal responsibilities within the Disability Equality Duty (in line with the Disability Discrimination Act 1995, amended 2005).

Age

The school is opposed to any direct or indirect discrimination, based on age towards any employee before, during or after employment. All employees have the right to be treated fairly whatever age, and not be subjected to any practice, which may disadvantage because of being a particular age, unless objectively justified. The school must not subject any employee to harassment that violates an employee's dignity, nor victimisation because they have made or intend to make a complaint of discrimination on the grounds of age. This right continues after the working relationship ends.

Membership of Recognised Associations

The school also recognises its statutory obligation not to discriminate on the grounds of:

- Trade Union
- Political Affiliation
- Professional Association

Race Equality

In line with the requirements of the Race Relations (Amendment) Act 2000, Moor First School fully understands the need to promote racial harmony and to plan opportunities for combating racism in our policies,

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procedures and curriculum. We believe that our school must be a safe place for everyone and we are committed to the principles which:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity and good race relations

Tackling Racial Discrimination

We will tackle racial discrimination by monitoring the outcomes of opportunities at our school and by dealing with and reporting racist incidents.

Allegations of harassment and discrimination based on ethnicity will be reported to Staffordshire Local Authority and investigated using the school's usual disciplinary procedures, and racism will be directly challenged. Action will be taken to prevent the likelihood of recurrence. Our procedure for dealing with racist incidents will be made known to everyone at or connected with our school through induction, regular training and feedback. Racist incident report forms will be completed to help the school monitor incidents and take appropriate action, with a summary of incidents being reported to the Governing body. Copies of racist incident report forms will be sent to the LA annually. In the event of a member of staff being implicated the incident will be investigated in accordance with the school's procedure.

Promoting Equality of Opportunity and Good Race Relations

These aspects of our race equality work will largely be done through seeking out as many opportunities as we can to celebrate cultural diversity, promoting positive images and respect for our own and other communities, individuals and groups, and planning within the curriculum to reflect diversity and engage with teaching about discrimination and race equality. Our Single Equality Action Plan will reflect specific priorities and our rigorous monitoring will help us evaluate progress towards meeting our duties in line with the Race Equality Duty (Race Relations Act 76/amended Race Relations Act 2000). In addition, Moor First School will audit its policies and practices to identify areas of race equality for development and to inform the Action Plan.

Religion and Belief

The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of religion and belief through the Employment Equality (Religion or Belief) Regulations 2003. The Equality Act 2006 extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services, facilities and public functions. This also includes lack of faith and people of no faith. We will ensure that we follow these regulations.

Roles and Responsibilities

The general duties of the school in relation to equality of opportunity are the responsibility of all members of staff and people involved in working at the school.

Specific responsibilities:

- The Co-Head teachers' and SLT are responsible with the Governors for developing and monitoring of the school objectives arising out of this Policy.
- The Co-Head teachers' are the designated persons for coordinating the school's response to and reporting onwards of racist incidents report forms.
- The Co-Head teachers' are responsible for ensuring that induction and training in equal opportunities work is available to all members of staff.

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- The Governors (Staffing and Standards Committee) is responsible for monitoring and evaluating the success of the school objectives and effectiveness of the Policy.
- All staff who teach at this school and all support staff who help facilitate learning are responsible for promoting racial harmony and preparing pupils for living in a diverse and increasingly interdependent society.

Monitoring

Number of reported and recorded incidents of Racial and Homophobic bullying

2018/19 Number of reported incidents

Racial Bullying 0

Homophobic Bullying 0

2019/20 Number of reported incidents

Racial Bullying 0

Homophobic Bullying 0

Moor First School Objectives under the Equalities Act 2010

Looking at the internal tracking of our children's attainment, the following objective has been set:

- To close the gender gap so that boys data in writing is more in line with that of girls.

Supporting Equality at Moor First School

Awareness of issues surrounding equality and discrimination are raised and actively discussed throughout all of the Key stages in the school. This PSHE/RSE programme is designed to develop upon the central ethos of the school as a community in which its members respect each other and which supports the concept of the world as a single community.

Moor First School pays due regard to its responsibilities under the Equalities Act 2010 through the following actions:

- There is an extensive range of activities, which allow pupils to explore the values and beliefs of others, develop their own personal values and beliefs, understand human feelings and emotions, investigate moral values and ethical issues and develop an understanding of how communities and societies function.
- Individualising a pupil's curriculum and developing flexible learning arrangements to support pupils in attaining their targets and learning goals.
- Daily and weekly assemblies (visiting speakers - local churches etc.) which raise a wide range of moral and religious issues. The themes for assemblies focus on respect to other people's values and beliefs, thereby challenging racism and valuing race equality. Not only do we have weekly assemblies but we also visit local places of worship. Picture News allows children to see views and opinions from different people in our world. This helps them to develop a culture of respect.
- The development of integrated transition arrangements for new intake pupils and pupils who are transferring to another school, follow discussions with parents, the SENDCo, Year 5 Leaders and professionals in the different settings.
- Close monitoring of exclusion statistics by Co-Head teachers.
- The use of external support agencies such as, the School Nurse, Mental Health Support Team and Various Medical Services.

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- The Biddulph Schools Partnership Trust Community Cohesion Weeks each year focus on all aspects of the spiritual, social, moral, and cultural education of the pupils. On these days, which look at different faiths, this enhances pupils' experience and personal enrichment through encounter with cultural beliefs and traditions from a range of cultures. In addition to this, we celebrate different festivals throughout the year and have an annual visit to a local Chinese Restaurant where we share thoughts on Chinese New Year. This has allowed pupils to develop a respect for cultural diversity and understand, accept, respect and celebrate diversity.
- There are extensive partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, educational workshops / presentations, museum, concert and gallery visits, resident artists.
- All pupils follow the Staffordshire Syllabus for RE that explores their understanding of a number of major world religions, including Christianity and allows them to reflect on the similarities and differences in beliefs of different cultures and develop an appreciation of cultural diversity. There is a focus on the idea that each person should act towards others, as they would wish to be treated.
- Curriculum coverage and schemes consider cultural capital and embed our inclusive school vision. In curriculum subjects such as Geography, children study life in India and other parts of the world.
- The PSHE/SRE programme addresses discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria.
- Successful levels of fundraising and charitable activities in school have supported events such as 'Children in Need', 'Sports Relief' and 'Red Nose Day'. We also support charities in different ways during our Harvest Festivals which include collecting money for 'Water Aid'; collections of food for the local 'Food Bank'; and the making of 'Christmas Shoe Box Gifts' for 'Teams4U' and the 'Samaritan's Purse'. As well as collecting considerable sums of money and supporting those less fortunate than ourselves the events have raised awareness for the pupils of the moral and social issues that form the basis of the fundraising.

As a whole school, we are actively trying to narrow the attainment and progress gender gap in writing. A wide range of strategies and actions include:

- 1) Inviting male authors into school to encourage writing, particularly with boys.
- 2) Class topics focus on ideas, which capture the imagination of boys, as well as girls.
- 3) Use of non-fiction texts as well as fiction texts.
- 4) Use of 'boy friendly' teaching strategies e. g. Kinaesthetic, practical activities and group work.
- 5) Building upon the positive with lots of praise, stickers, awards, etc.
- 6) Purchase of books, which will encourage boys to read.
- 7) Explicit teaching of handwriting and spelling.
- 8) Carefully pitched learning to ensure success and challenge.
- 9) Monitor and drive quality of teaching, learning and assessment to drive progress.
- 10) Improving the learning enrichment expectation in order to increase reading and writing opportunities and for male and female parents to model reading and writing too.

To ensure that the very large majority of learners make expected or better progress in writing we will:

- 1) Ensure that all staff have training when needed and plan for personalised needs in a progressive curriculum.
- 2) Exploit the interests of learners to provide motivating opportunities for writing through pupil voice.
- 3) Create an exciting and enabling environment that facilitates opportunities to develop and apply writing skills across the whole curriculum.
- 4) Monitor and drive the quality of teaching, learning and assessment to drive progress.

Staff training on the requirements and obligations of the Equalities Act 2010 will take place annually.

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Community Cohesion

The Education and Inspections Act 2006 places a responsibility on schools to promote community cohesion, locally, nationally and globally. We will do this through promoting a common vision, a commitment to equality and social justice, respecting people's different backgrounds and promoting positive relationships in the school and local neighbourhood. We recognise that the biggest influence on educational outcomes is social class and that this can also strongly affect community cohesion.

Future legislation

We will also welcome the contribution of future equalities legislation to provide equal opportunities for everyone.

Monitoring, reviewing and assessing impact

The School Development Plan ensures that schemes, policies and action plans form an essential part of the school's action on equality. This is embedded within our school vision/mission statement and within our curriculum Intent documentation. A range of information, including quantitative and qualitative data, will be used. It will include data by all of the protected characteristics of gender, age, race, disability, religion or belief and sexual orientation (where appropriate data is obtainable). It will also include:

- Pupil attainment
- Access to the curriculum and subject areas
- Exclusions from school
- Exclusions from areas of the curriculum, including school trips and extracurricular activities
- Punishment and rewards
- Staff recruitment, retention and career development
- Analysis of racist incident report forms
- Ofsted reports on educational provision and standards
- Consultation with parents, pupils, governors and the LA

The data from the above monitoring is to be produced and reviewed annually by the School. The Governing Body review all cases of bullying that take place in the school and the management of these incidents. An annual report will be made to the full governing body, which reviews the extent of 'due regard' paid to the regulations under the Act.

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups and to ensure that it does not disadvantage particular sections of the community.

Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Co-Head teachers' and Governing Body. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure.

Racial incidents will be recorded and reported to the Local Authority following the procedures and guidelines established by Children's' and young people's service (CYPS.) Other prejudice driven behaviour will be recorded and reported following the procedures and guidelines established by the Equalities Unit of Staffordshire County Council.

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