



**Moss Hey Primary School  
Equality and Diversity Policy**

**Agreed: Autumn 2016**

**For review: Autumn 2019**

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**Introduction**

Schools and academies are required to publish information to show how they are complying with their Public Sector Equality Duty under the Equality Act 2010 (“the Act”) and to prepare and publish equality objectives under the Equality Act 2010 (Specific Duties) Regulations 2011. This policy and guidance document details the school’s approach and commitment to equality and provides information on how the school is complying with its general and specific equality duties.

This policy takes into account the provisions of the Department for Education’s non statutory advice for schools on the Equality Act 2010 and also the Employment Statutory Code of Practice on the Equality Act 2010 produced by the Equality and Human Rights Commission (EHRC). This policy also takes into account the provisions relating to equality in the Ofsted inspection framework 2015. The framework places a strong focus on actively promoting equality and diversity, tackling bullying and discrimination, narrowing any gaps in achievement between different groups of children and learners and actively promoting British values. It also makes clear that schools will be assessed in relation to compliance with their duties under the Act and the Human Rights Act 1998 and on the extent to which they promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics.

This policy also acknowledges the guides on equality produced by ACAS in August 2015, the guidance documents for schools produced by the EHRC, the duty placed on the Governing Bodies of maintained schools under the Education and Inspections Act 2006 to promote community cohesion and the standards of international human rights as expressed in the

Human Rights Act 1998, the UN Convention on the Rights of the Child and the UN Convention on the Rights of People with Disabilities.

This policy will inform the School Development Plan and will enable the school to demonstrate how promoting equality and eliminating discrimination can help to raise standards, ensure that equality and diversity are part of the school's core business both as a school and an employer and ensure that the school's commitment to ensuring its position as a provider of the highest quality education supports the school's equality objectives.

### **School Context**

Moss Hey school is a one form entry, community school. The Summer 2016 data indicates that 96.12% of pupils are White British, 2.43% minor ethnic groups with the remaining children coming from a range of ethnic codes. In 2016 the percentage of pupils whose first language is not English is 2.91%. The percentage of pupils with SEN was 8.7%. 1.94% of pupils had Statements of Special Need or Education Healthcare Plans. 97.09% of the children are from areas of high levels of prosperity and advantaged economic backgrounds. The deprivation indicator was 2.91% Free School Meal provision (0.485%) is very low.

### **Scope**

This policy applies to all members of school staff (not just employees), to pupils and to school governors. It provides guidance and information for parents, carers, school visitors and other members of the wider school community and sets out the school's expectations and required standards of behaviour with regard to equality issues.

### **Key Principles**

In fulfilling its obligations under the Act and when carrying out its duties as detailed in this policy, the school will be guided by the following Key Principles. The school will be guided by the Key Principles in the application and implementation of all its policies, procedures and practices.

#### **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 wellbeing.**

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 qualities 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:

- Whatever their age
- 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 and maternity.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist.**

In addition to avoiding or minimizing 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 both 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 from a range of ethnic , cultural and religious backgrounds
- Both women and men, and both girls and boys
- Gay people as well as straight

**Principle 8: We base our policies and practices on sound evidence.**

We maintain and publish quantitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

**Principle 9: Measurable objectives**

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence that we have collected and published (principle 8)

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan.

We keep our equality objectives under review and report annually on progress towards achieving them.

**The curriculum**

We keep each curriculum subject under review in order to ensure that teaching and learning reflect the principles set out above.

**Ethos and organisation**

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Pupil's progress, attainment and achievement
- Pupil's personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention, and professional development
- Care, guidance, and support
- Behaviour, discipline, and exclusions
- Working in partnership with parents, carers and guardians

- Working with the wider community

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- Prejudice around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees, and people seeking asylum.
- Prejudices reflecting sexism and homophobia

We keep a record of prejudice-related incidents, and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents in our school and how they are dealt with.

### **Roles and responsibilities**

#### **The Governing Body is responsible for:**

- ensuring that all governors are aware of their responsibilities under equality legislation;
- having due regard to the school's general equality duty when making decisions;
- ensuring that this policy is implemented by the Headteacher;
- equality issues will be monitored by the nominated Safeguarding Governor;
- ensuring that all the school policies promote equality and keeping aspects of the school's commitment to equality under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment;
- ensuring that the school's equality objectives are published, actively pursued and reviewed at intervals of no more than 3 years;
- ensuring that equality information is published on an annual basis;
- monitoring the achievement of equality objectives;
- promoting British values.

#### **The Headteacher (with support from the Senior Leadership Team) has responsibility for:**

- making sure this policy and any related policies and procedures are implemented in school;
- appointing a senior member of staff to assume day to day responsibility for coordinating the implementation of this policy and for monitoring outcomes;
- ensuring the school's equality objectives are published and actively pursued;
- monitoring how and whether the school's equality objectives are being met;
- producing information for pupils, staff and governors about the school's equality objectives and how they are working;
- ensuring reasonable adjustments are made in relation to disability, with regard to pupils, staff, parents, carers and visitors to the school;
- ensuring that the school follows its Disability Accessibility Plan;

- making sure that this policy (and any other policies through which the school addresses equality matters) are published and are readily available to governors, staff, pupils, parents, carers and the wider school community;
- making sure all members of staff are aware of their responsibilities under the Act and receive appropriate training and any support in carrying these out;
- ensuring that appropriate action (including disciplinary action) is taken in cases of discrimination, harassment and victimisation including cases involving bullying and/or harassment related to any of the protected characteristics;
- ensuring that members of staff and pupils are aware of the procedure for reporting and following up bullying and prejudice-related incidents;
- promoting British values.

**All members of staff are responsible for:**

- being aware of their responsibilities under the Act and this policy and recognising that they have a role and responsibility in their day to day work to promote equality, inclusion and good community relations;
- keeping up to date with equality legislation relevant to their work;
- highlighting any training or development they require to carry out their responsibilities under the Act or this policy and attending any related training or learning opportunities;
- promoting equality of opportunity and good relations and not discriminating on any grounds;
- fostering good relations between groups with protected characteristics and those without protected characteristics;
- dealing fairly and professionally with any bullying and discriminatory incidents;
- being able to recognise and challenge prejudice, bias, discrimination, stereotyping and any inappropriate language or behaviour;
- promoting an inclusive and collaborative ethos in their lessons and being role models for equal opportunities through their words and actions.

**Pupils must be encouraged to recognise that they have a role and responsibility to themselves and others so they understand and are able to:**

- promote equality, inclusion and good community relations;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- work to promote anti bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these;
- regard people of all faiths, races and cultures with respect and tolerance;
- support the school's approach and commitment to equality and comply with the provisions of the Act and this policy.

**Visitors (including parents, carers and contractors) are expected to:**

- support the school's approach and commitment to equality and to comply with the provisions this policy;
- refrain from engaging in any behaviour which is unlawful under the Act whilst on school premises.

### **Recruitment and training**

All members of school staff who are involved in recruitment will receive appropriate training on equality issues. Decisions concerning staff recruitment will be based on merit apart from in necessary or exceptional circumstances and where exceptions under the Act apply.

In accordance with provisions in the Act, the school will not enquire about the health of an applicant for a job until after a job offer has been made (unless the questions are related to an intrinsic function of the work for the job). Any necessary health questions will be asked after a job offer has been made and in all cases, any health related questions will be targeted, necessary and relevant to the job applied for.

The school is committed to ensuring that all members of staff and the school's Governing Body undergo training and development in relation to their duties under the Act and in relation to this policy.

### **Monitoring and review**

This policy will be reviewed by the Governing Body every three years. We collect, study, and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments where appropriate.

### **Dealing with breaches**

Equality is a matter which is high on the school's strategic agenda. The school takes breaches of the Act and of this policy seriously. The school is committed to ensuring all reasonable steps are taken to stop individuals from taking any form of discriminatory action or from engaging in any form of discriminatory or other unlawful behaviour as detailed in the Act.

The school will ensure that any complaints and evidence of a failure to comply with the Act or this policy are promptly and thoroughly investigated and are dealt with as determined by the Headteacher (or Governing Body as appropriate) in accordance with the relevant school policy/procedure.

Where appropriate, discriminatory acts will be dealt with as misconduct under the school's disciplinary procedure. In addition to being an employment issue, sexual harassment may also amount to a criminal offence and may lead to police involvement. Harassment may also be an offence under the Protection from Harassment Act 1997 (which is not limited to circumstances where the harassment relates to a protected characteristic). Serious acts of discriminatory behaviour, including acts of harassment, could amount to gross misconduct and could lead to dismissal without notice. 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 Headteacher and governing body.