

Moldgreen Community Primary School



# Equality Policy

Written by: Louise Szewczyk  
Date: September 2018  
Review Date: September 2019

## **Introduction:**

Moldgreen Community Primary School welcomes its duties under the new Equality Act (2010) and the Public Sector Equality Duties (2011).

The Equality Act establishes 9 protected characteristics which apply to schools. Only the first 7 characteristics apply to pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

**The aim of this policy is to set out how Moldgreen Community Primary School has paid due regard to the need:**

- To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- To advance equality of opportunity between persons who share relevant protected characteristic and persons who do not share it
- To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

**The school also has the following specific duties:**

- To publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
- To prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims

This policy sets out the steps the Governing Body will take that will result in improved outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.

**Principles of 'due regard' and compliance with Equality Duties:**

- While making a decision that might affect an equality group, the decision-maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect nor can it be delegated
- The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community

- The duty is continuing, so we will revisit and reconsider it regularly
- We will keep records to show that the equality duties have been considered on each occasion

### **School Ethos, Vision and Values:**

At Moldgreen Community Primary School we are committed to ensuring equality of education and equality of opportunity for all pupils, staff, parents and carers. We recognise that treating people equally does not necessarily involve treating them all the same. We aim to promote 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. This equality of education and opportunity is made clear within the school aims and it is also referred to within the School behaviour Policy.

To achieve our duties we:

- Gather information from a range of sources when a pupil enters the school from the pre-settings, parents and other schools;
- Track all aspects of a child's provision and progress by holding regular meetings, data systems, accountability and provision mapping;
- Review and evaluate the effectiveness of our school provision by surveying both parents and pupils regularly;
- Monitor children's work through scrutiny and talking with the children.

### **Equality Impact Assessment:**

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we have carried out a review of all aspects of school life with regard to the protected characteristics by the means of an Equality Impact Assessment.

All school leaders/managers have carried out an equality impact assessment of their area of responsibility for activities both within and beyond the school day (see appendix).

We will use an Equality Impact Assessment whenever we intend:

- To introduce new provision or practice
- To change or reduce provision or practice
- To remove provision or practice

### **Consultation:**

Moldgreen Community Primary School recognises the importance of taking account of individuals' differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. Primarily we consult with pupils. However, we also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following way:

- School Council
- Pupils and Parent surveys

- Headteacher's report to Governors
- Newsletter to parents
- Use of a behaviour and learning mentor

### **Measuring the Impact of Changes:**

We monitor the ongoing impact of these changes on those who may be affected in the following ways:

- Tracking of pupil achievement across school with an additional focus on equality groups, pupil progress meetings
- Pupil surveys that demonstrate emotional health and wellbeing, engagement and involvement- Boxall profiles
- Parent consultation meetings
- Scrutiny of pupils' work and discussion with pupils
- Parent surveys

### **Publication and Review:**

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results.

We record the results of our Equality Impact Assessments and actions taken. We review and publish this information and its impact on our pupils through:

- An annual report to the Governing Body
- Weekly newsletter to parents

### **Appendices**