



MPPS Equality Policy

Mount Pleasant Primary School

Date policy was agreed by Governing Body	October 2019
Review 1	October 2021
Review 2	March 2023

EQUALITY POLICY

Mount Pleasant Primary School aims to create a secure, accepting, collaborative and stimulating school community in which everyone is valued, and all pupils can achieve their best. Inclusion permeates every aspect of school life to increase learning and participation for all pupils. Particular attention is paid to the provision made for different groups of pupils within school who may be vulnerable, for example because of their attainment, gender, ethnicity or background.

All pupils are entitled to a broad, balanced and challenging curriculum. This includes pupils who have SEN or disabilities, those for whom English is not their first language and those who are gifted or talented. By setting suitable learning challenges, responding to pupils' diverse needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils, Mount Pleasant Primary School strives to ensure that all pupils learn and make good or better progress.

Introduction

Mount Pleasant Primary School welcomes its duties under the new Equality Act (2010).

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

Public Sector Equality Duty (2011)

This policy sets out how Mount Pleasant 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 a 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.

This policy incorporates and replaces the following policies – Equal Opportunities Policy, Equality, Diversity and Community Cohesion Policy and Race Equality.

Specific Duties under the Public Sector Equality Duty

- 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 scheme 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.

Definition of 'due regard' and how we aim to comply with the principles of the general duty.

1. 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.
2. The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community.
3. The duty is continuing, so we will revisit it and bear it in mind constantly.
4. We will keep records to show that the equality duties have been considered on each occasion.

School Ethos, Vision and Values

At Mount Pleasant Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same.

We aim to include 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. We aim to provide a creative, enjoyable and rewarding learning experience for each child in an inclusive, secure and stimulating environment.

Our Equality Policy links with a range of school policies including:

- Anti-Bullying Policy
- Disability Equality Scheme
- Looked After Children Policy
- New Arrivals Policy
- Positive Behaviour and Relationships Policy
- PSHE Policy
- SEND Policy
- Teaching and Learning Policy
- Accessibility Plan

What we already do

In order to comply with the public duty, we have the following procedures in place to ensure that we consider the needs of all of our pupils in everything we do.

1. **Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.**
 - a. We gather information from a range of sources when a pupil enters school e.g. meet with family members to share and record information (ensuring separated parents with shared responsibility are treated equally), talk to pupils to seek their views and link with previous school placements and external agencies who have been engaged with the family and child always or dependent on parents agreement to meet.
 - b. We ensure that all staff challenge and report prohibited behaviours in line with school policy and practice. Whistle-blowing is acceptable from all staff – direct to HT, or Chair of Governors.
 - c. We acknowledge the existence of discrimination, harassment, victimisation and any other conduct that is prohibited and actively work towards their elimination – we have a zero-tolerance policy towards any prohibited behaviour. See above bullet point.
 - d. We promote positive behaviour at all times and have consistently high expectations of all members of the school community.

2. **Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.**
 - a. We take every opportunity to promote and celebrate our rich and diverse school community and make good use of local, national and international initiatives to do this e.g. Black History Month, fundraising for SEND charities thus raising awareness. Our curriculum includes a carefully thought through focus on key individuals celebrating diversity, such as prominent female artists.
 - b. We track and monitor the progress of all pupils, including vulnerable groups on a regular basis using termly formal assessments, day to day assessments for learning and whole school provision mapping. Data is used by the Senior Leadership Team, TLR postholders and class teachers to amend and adapt our practice to ensure that all pupils make good or better progress.
 - c. We ensure that all pupils are able to fully participate in wider school life e.g. lunchtime and after school clubs, educational and residential visits and offer tailored, targeted support to enable pupils to do so.

3. **Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.**
 - a. We have a planned programme of enrichment activities including celebrations of all major festivals, raising awareness through weekly SLT assemblies.
 - b. We have good links with the local community and regularly invite community members into school to share their experiences and knowledge, in particular through our annual Aspirations Day where various professionals talk to our children about their chosen career.
 - c. We ensure that all groups are represented when children work together in more formal groupings e.g. School Council, Play Leaders, Office Helpers.

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 means of an Equality Impact Assessment.

We have addressed all access requirements of physically impaired pupils, staff and parents.

All school leaders/managers will carry out an equality impact assessment of their area of responsibility for activities both within and beyond the school day (see Appendix 1).

Any gaps in provision and practice that are identified form part of an action plan (see Accessibility Plan).

Our future intention is to use an Equality Impact Assessment when we intend the following actions:

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

1. Consultation

Mount Pleasant Primary School recognises the importance of taking account of people's 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 ways:

- We ensure that our School Council and other organised pupil groups are representative of all equality groups.
- We meet pupils individually to discuss their needs and progress through termly review meetings. We seek the views of learners through pupil voice questionnaires through formal and informal means.
- Pupils are regularly involved in focus groups linked to specific projects.
- The views of parents/carers, staff, governors and other school users are regularly sought, both through informal conversations, regular review meetings and a range of more formal questionnaires.

2. How we measure the impact of any changes

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

- Effective tracking of pupil attainment and achievement across the school with an additional focus on equality groups including termly formal assessments, on-going assessment for learning activities and individualise assessments.

- Regular pupil surveys and discussions that demonstrate emotional health and wellbeing, engagement and involvement – 1:1 dialogue interviews, group discussions, assembly surveys, and class discussions.
- Regular, quality communication with parents and carers i.e. Autumn and Spring term parent consultation meetings, half-termly parent and curriculum newsletters.
- Needs reviews, commitment to regular and timely informal communication e.g. before and after school.

3. 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 assessment and action taken. We review and publish this information and its impact on our pupils through:

- An annual report to the Governing Body – School Accessibility Plan
- A report on the school website – School Accessibility Plan
- Information on our Parent half-termly newsletters
- Meetings with parents and carers.

Equality Objectives (2023-2027)

Under the Public Sector Equality Duty (PSED) the school is required to set Equality Objectives. Our published information is updated annually, and objectives published at least once every four years.

Updated objectives in red

Objective 1- To address in inequality in school provision.

Actions- identify any gaps from all relevant school data such as, attendance, progress data, focusing on groups such as ethnicity, disability, FSM, gender. Address these gaps through raised priority which is shared across the school.

Objective 2 – To ensure all provision and practice reflects and promotes the school's Equality policy.

Actions – Review curriculum to ensure it celebrates diversity and promotes protected characteristics. Monitor interactions, displays and resources to ensure stereo types are challenged.

Objective 3: To ensure that future reviews of all school policies and any new policies reflect the PSED.

(previous objectives below)

Objective 1: To narrow the gap between the progress made by all children and that made by boys in Key Stage 1. **Achieved – 98% progress for Reading; 89% for Writing; 100% for Maths**

Objective 2: Train all members of staff on equal opportunities and non-discrimination.

Achieved

Objective 3: To ensure that future reviews of all school policies and any new policies reflect the PSED. **To continue**

Appendix 1

Equality Impact Assessment

School	
Date	
Lead member of staff	

Proposed Plan

Background/how has this proposal come about

Reason for proposal

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

Main Stakeholders

Any legislation or guidance that informs the proposal

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Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation Y/N

Promoting equality of opportunity Y/N

Fostering good relations Y/N

Please explain

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Consultation Process

With whom do you plan to consult? How?

Where is the evidence of the consultation?

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Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor or other)	Positive, Negative. Neutral	Can the barrier be removed? Y/N
Disability			
Race			
Sex			
Gender Reorientation			
Pregnancy/Maternity			
Religion/Belief			
Sexual orientation			
Marriage/Civil partnership			
Age			

Explain in more detail

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