



Muskham Primary School

Equality and Diversity Policy

Signed

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Muskham Primary School

1.Introduction and Aims

- At Muskham Primary School we focus on the wellbeing and progress of every child and every member of our school community (staff, parents/carers/guardians and visitors) and recognise that each person is of equal worth and our Equality and Diversity Policy reflects how our school meets the duties as set out in the Equality Act 2010.
- Our policy also seeks to ensure that we continue to tackle issues of disadvantage and underachievement of different groups.
- We recognise that these duties 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.
- Our approach is based on seven key principles that apply to our whole school community, children, staff, parents/carers/guardians and visitors.
- Everyone in the whole school community is of equal value. Whether disabled or not, whatever their ethnicity, culture, national origin or national status, whatever their sex and gender identity, whatever their religious/non-religious affiliation or faith background and whatever their sexual orientation.
- We recognise, respect and value difference and understand that diversity is strength. We take account of difference and strive to remove barriers and disadvantages that people may face in relation to disability, ethnicity, sex and gender identity, religion, belief/faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.
- We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and the wider community and to feel that they are respected and able to participate fully in school life.
- We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion and in continuing professional development.
- We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
- We work to raise standards for all pupils, particularly our most vulnerable. We believe that improving the quality of education for our most vulnerable pupils raises standards across the whole school.

1.Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

The Equality Act 2010

- The Equality Act 2010 is the foundation on which our legal responsibilities are built. The Act ensures that our children, staff and visitors are protected from discrimination, harassment and victimisation on the grounds of several 'protected characteristics'. This means that our school cannot discriminate or treat people less favourably because of their sex (gender), race, disability, religion/belief or none, gender reassignment, sexual orientation, pregnancy or maternity, marriage and civil partnership and age.
- The Act requires schools to comply with the Public Sector Equality Duty and two specific duties.
- The Public Sector Equality Duty requires schools to:
 - a) Eliminate unlawful discrimination, harassment and victimisation
 - b) Advance equality of opportunity between different groups
 - c) Foster good relations between different groups.
- The Act also has two specific duties.
 - a) Schools publish information to show compliance with the Equality Duty
 - b) Schools publish Equality Objectives at least every four years.

3.Roles and Responsibilities

Governing Body:

- The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body, Sandra White, has a watching brief regarding the implementation of this policy.

Headteacher and Leadership Team:

- The Headteacher and Leadership Team are responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and support staff:

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any incidents of victimisation, discrimination, harassment and prejudice.
- Keep up-to-date with equalities legislation relevant to their work.
- Support different groups of pupils through differentiated planning, teaching and making reasonable adjustments for disabled pupils and those for whom English is not a first language.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4.Eliminating discrimination

- We take account of issues of equality in relation to admissions and exclusions.
- We work towards ensuring that reasonable adjustments are made for disabled people.
- We actively promote equality and diversity through the curriculum.
- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- We work towards creating an environment that champions respect for all.

- We ensure that staff employment, training and promotion is based on principles of equality.
- We will continue to oppose all forms of prejudice, including, racism, antisemitism and Islamophobia.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging pupils to be involved in the full range of school societies)
- Collecting and analysing data e.g. gender, disability and ethnicity by year group in order to inform planning and identify targets for improvements particularly between specific groups of children e.g. disabled children.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- We prepare our pupils for life in a diverse society by ensuring that curriculum activities promote the spiritual, moral, social and cultural development of pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through RSHE and across the curriculum.
- We promote a whole school ethos and values that challenge prejudice based on discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of others.

The British Values and 'Empathy Enabler' are also used to promote these aims within school.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Equality Objective 1

To develop the understanding of British Values and The Protected Characteristics for all stakeholders: Governors, parents, staff, children.

Equality Objective 2

To raise awareness and celebrate the diversity that reflects modern Britain.

Equality Objective 3

To raise attainment in Boys' Writing.

9. Breaches

Breaches will be managed by the Headteacher and Governing body. Any teacher who is alleged to have breached this policy will be subject to appropriate professional procedures in line with the expectations laid out in the Teacher Standards. Any governor or member of school staff who is alleged to have breached this policy will be subject to appropriate procedures in line with the expectations laid out in the school's Code of Conduct. Complaints should be made using the school's published Complaints Policy.

10. Monitoring and Evaluation

Every four years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

The Equality Policy will be reviewed every year and approved by the governing body.

10. Links with other policies

This document links to the following policies:

- SEND Policy
- Anti-Bullying Policy
- Behaviour Policy
- Mental Health Policy
- Child on Child Abuse Policy
- RSHE Policy
- Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Recruitment and Selection Policy
- Code of Conduct Policy
- Whistleblowing Policy