



EQUALITY DUTY POLICY

October 2023



MORTIMER PRIMARY SCHOOL

Rationale

At Mortimer Primary School we are committed to achieving equality for all who learn and work here and celebrate the diversity of our school community. We aim to provide a fair and supportive setting for both staff and pupils, ensuring everyone's entitlement to learn, teach or work in a supportive and inclusive environment. All staff will take responsibility for ensuring our school aims are met and we will work closely together to ensure all members of the Mortimer Primary School family are valued.

Aims

1. To ensure that the school is a non-discriminatory environment in which equality of opportunity is promoted.
2. To challenge attitudes and behaviour which reinforce discrimination, and instil the importance of mutual rights and mutual respect.
3. To ensure that the school meets the needs of all our children, taking account of ethnicity, culture, religion, language, gender, age, ability, physical needs, special educational needs and social circumstances.
4. To be aware that there may be specific learning needs common to a particular group and ensure that there is appropriate differentiation of curriculum provision in such cases to enable needs to be met.
5. To fulfil the school's obligation under the Equality Act 2010.
6. The curriculum actively promotes equality of opportunity.

Guidelines

1. We will demonstrate our commitment to equality by:
 - ensuring that all pupils and staff are encouraged and given opportunities to achieve their potential
 - respecting and valuing differences between people
 - preparing pupils for life in a diverse society
 - making the school a place where everyone, irrespective of their gender, race, religion, ethnic or national origin, sexual orientation, disability or special educational need, feels welcomed and valued
 - promoting good relations between different groups within the school and the wider community
 - ensuring that an inclusive ethos is established and maintained
 - acknowledging the existence of sexism, racism and homophobic attitudes in an age appropriate manner and taking measures to prevent it
 - opposing all forms of sexism, racism, discrimination, racial prejudice and racial harassment
 - being proactive in tackling and eliminating unlawful discrimination

2. We ensure that the aims, values and principles described above underpin and are enshrined within our full range of policies and practices, including:
 - Leadership and Management
 - Staffing: recruitment and professional development
 - Curriculum content and provision
 - Learning and teaching
 - Assessment, pupils' achievement and progress
 - School ethos
 - Behaviour, discipline and exclusions
 - Pupils' personal development and pastoral care
 - Admissions and attendance
 - Partnerships with parents and communities

3. Leadership and Management
 - The governing body and school management establish an ethos which reflects the school's commitment to equality for all members of the school community
 - the school promotes positive and proactive approaches to valuing and respecting diversity
 - we respect the religious beliefs and practice of all staff, pupils and parents and comply with all reasonable requests relating to religious observance and practice
 - the school management will work in partnership with others to promote equality of opportunity, including race equality and sex equality, and oppose all forms of oppressive behaviour, prejudice and discrimination
 - the governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and strategies are implemented. The school ensures the involvement of governors and takes appropriate steps to enable parents to make a contribution to policy review and development
 - we ensure that the content of this policy is known to all staff and governors and also, as appropriate, to all pupils and parents
 - the Head teacher is 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
 - all staff contribute to the development and review of policy documents and the evaluation of policies is used to identify specific actions to address equality issues
 - all staff are expected to deal with incidents involving discrimination as they occur; to know how to identify and challenge bias and stereotyping; to support pupils in their class who may be at particular risk; and to incorporate principles of equality and diversity into all aspects of their work
 - teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content within the context of the school and the wider community
 - we collect, analyse and use quantitative and qualitative data relating to the implementation and impact of this policy and review the policy and associated procedures and practice appropriately
 - breaches of this policy will be dealt with in ways determined by the Head teacher and governing body

4. Staffing: recruitment and professional development
 - the school adheres to recruitment and selection procedures which are fair, equal and consistent with statutory duties and LEA guidelines
 - steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiarised with it as part of their induction programme
 - the skills of all staff, including support and part-time staff are recognised and valued. All staff are accorded due status and given support and are encouraged to share their skills, knowledge and expertise

- staff handbooks and regular professional development opportunities are available for all staff members to support their practice in relation to this policy
- staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community

5. Curriculum content and provision

- curriculum content and provision take account of the ethnicity, backgrounds and needs of all pupils
- the curriculum builds on pupils' prior achievements and levels of attainment and is differentiated appropriately to ensure the inclusion of:
 - pupils learning English as an additional language
 - pupils from minority ethnic groups
 - pupils from both gender groups
- the school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds
- each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity.
- the content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotyping

6. Teaching and learning

- teachers ensure that the classroom is an inclusive environment in which pupils feel that they and their contributions are valued
- all pupils have access to the National Curriculum, unless formally disapplied with the knowledge of parents/carers
- teaching is responsive to pupils' different learning styles and takes account of pupils' religious and cultural backgrounds and linguistic needs
- teachers take positive steps to include all groups and individuals actively in lessons
- pupil grouping in the classroom is planned and varied. Pupil allocation to teaching groups is kept under continual review and pupils' progress is monitored and analysed according to prior attainment, gender, ethnicity, and background
- children participate fully in all curriculum areas irrespective of their membership of any particular group.
- staff take care to ensure that they don't reinforce expectations of behaviour or attitudes which deny equality of opportunity or respect for others. This applies to a wide range of situations e.g. division of labour in the classroom, use of gender as a basis for organisation of the children, interaction with colleagues.
- staff are aware of the fact that teacher attention in the classroom can tend to be skewed towards particular groups, e.g. boys. They ensure that all children are given appropriate attention so that individual learning needs are met.
- classroom organisation enables children to interact and work in mixed groups.
- books and other resources used in school reflect the challenges and opportunities available to all groups, and positive role models are provided for children.
- issues relating to stereotyping or discrimination that arise in school are challenged and explored, often through PSHE lessons. A clear message is given that discriminatory behaviour is unacceptable.
- teachers are sensitive to the fact that in some areas one group may not have the same level of skill or expertise as another. In these circumstances a range of approaches may be used to allow for this difference e.g. allowing one group more time for exploration, giving focused teaching input to develop skills, use of different grouping strategies, (single/mixed sex).

7. Assessment, pupils' achievement and progress

- all pupils have the opportunity to achieve the highest standards of which they are capable. Baseline assessment is used appropriately to set progress targets for all pupils.
- the monitoring and analysis of pupils' performance by prior attainment, ethnicity, gender and background enables the identification of individuals and groups of pupils where there is a pattern of underachievement. The school ensures that appropriate action is taken to address this
- staff have high expectations of all pupils and continually challenge them to extend their learning and achieve higher standards. The school values and recognises all forms of achievement
- assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection, feedback on their progress and increased awareness of what they must do to improve
- all pupils have opportunities to demonstrate what they know, understand and can do, and, therefore, to benefit from assessment which summarises what they have learned. Information from assessment is used to inform future teaching and learning
- staff use a range of methods and strategies to assess pupils' progress in all areas of their development

8. School ethos

- The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as a positive feature of the school and its life
- staff foster a positive atmosphere of mutual respect and trust among all pupils
- the school enables pupils and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all pupils to understand these
- the school caters for the dietary and dress requirements of different religious groups
- the school opposes all forms of racism, harassment, prejudice and discrimination
- clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions consistent with relevant LA policies and guidance such as those for anti-bullying and dealing with racist incidents are taken. The school meets the legal requirement of reporting all racist incidents as part of the PREVENT agenda
- all forms of harassment are recorded, monitored and dealt with in a way consistent with relevant school policies
- pupils, staff and parents are aware of the procedures for dealing with intolerant behaviour and know that the school regards such behaviour as unacceptable. Any incidents which do occur are reported to the parents of children involved.
- staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice

9. Behaviour, Discipline and Exclusions

- the school expects high standards of behaviour from all pupils and these are clearly expressed in the school's Behaviour policy
- the school's procedures for managing pupils' behaviour and maintaining good order and discipline are fair and applied equally to all
- all staff operate the school's system of rewards and sanctions consistently
- the school recognises that cultural background may affect behaviour and takes this into account when dealing with incidents of behaviour which is unacceptable
- pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always regarded as unacceptable

10. Personal Development and Pastoral Care

- the school provides appropriate support for pupils learning English as an additional language and encourages them to value and use their home and community languages
- the class teacher system enables staff to develop close relationships with the children under their care so that the well-being of each individual child is fully catered for
- appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt with in accordance with school policies and provided with relevant support to reflect upon and modify their behaviour

11. Admissions and Attendance

- comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included on all admissions forms
- attendance is monitored and action is taken in order to reduce any disparities between different groups of pupils
- the school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are familiar with the situations of all local community groups
- provision is made for pupils to take leave of absence for the purpose of religious observance

12. Partnership with Parents and the Community

- all parents are encouraged to participate in the life of the school and to maintain an open dialogue on all matters relating to their children
- the school works in partnership with parents and the community to develop positive attitudes to diversity and to address any specific negative incidents
- information material for parents is easily accessible in user friendly language and is available in languages and formats other than English as appropriate
- progress reports to parents are accessible and appropriate, in order to ensure that parents are fully informed of their child's developments and achievements
- meetings for parents are accessible to all. Parental involvement is monitored to ensure the participation of all groups
- the school's premises and facilities are equally available and accessible for use by all groups within the community

13. Responsibilities

- the Governing Body and Head teacher will ensure that the school complies with all relevant Race Equalities and Equal Opportunities legislation
- the Governing Body and Head teacher will ensure that the policy and related procedures and strategies are implemented, including local recording and reporting of racist incidents
- the Head teacher will ensure that all staff are aware of their responsibilities under this policy
- this policy will be regularly monitored and reviewed to ensure that it is implemented appropriately, is achieving its intended purpose and does not disadvantage any individual or particular group within the community.
- the effectiveness of the policy will be evaluated by the Governing Body

Equality Objectives

1. To provide curriculum enhancement opportunities which improve pupils understanding and application of equality and diversity
2. To raise levels of attainment in core subjects for vulnerable learners
3. To celebrate the cultural diversity of our school and widen pupils' global awareness

Policy and objectives - Date of approval by Governing Body: October 2023

Policy and objectives to be reviewed October 2024