



Equality Policy



Equality Policy

Policy Review

This policy will be reviewed in line with the Mosaic Federation policy review cycle.

The policy was last reviewed and agreed by the Governing Board on 13 July 2023.

It is due for review in 2025.

Head Teacher:	Date:
Chair of Governors:	Date:
Vice Chair of Governors:	Date:



Equality Policy

Introduction:

Our School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We abide by the obligations set out in the Human Rights Act 1998 and The Equality Act 2010.

Key Aims and objectives:

Our approach to equality is based on the following 7 key Aims:

1. All learners are 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 and whatever their sexual orientation.
2. We recognize, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or 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 here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. 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 wider community and to feel that they are respected and able to participate fully in school life.
5. 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
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Policy outline/ specific information:

Purpose of the policy The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender identity, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties The Public Sector Equality Duty or "general duty" This

requires all public organisations, including schools to Eliminate unlawful discrimination, harassment and victimisation Advance equality of opportunity between different groups Foster good relations between different groups Two “specific duties” This requires all public organisations, including schools to:

- 1. Publish information to show compliance with the Equality Duty by April 6th 2012**
- 2. Publish Equality objectives at least every 4 years which are specific and measurable.**

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations

Appendix 2 shows the school's Equality Objectives for 2018-2020 in an Equality Action Plan

The Equality Action plan is part of our commitment to promoting equalities and providing an inclusive school.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2015, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

As a school and as a federation of schools, we will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year. Staff will receive a certificate of attendance. Visitors All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Protected Characteristics

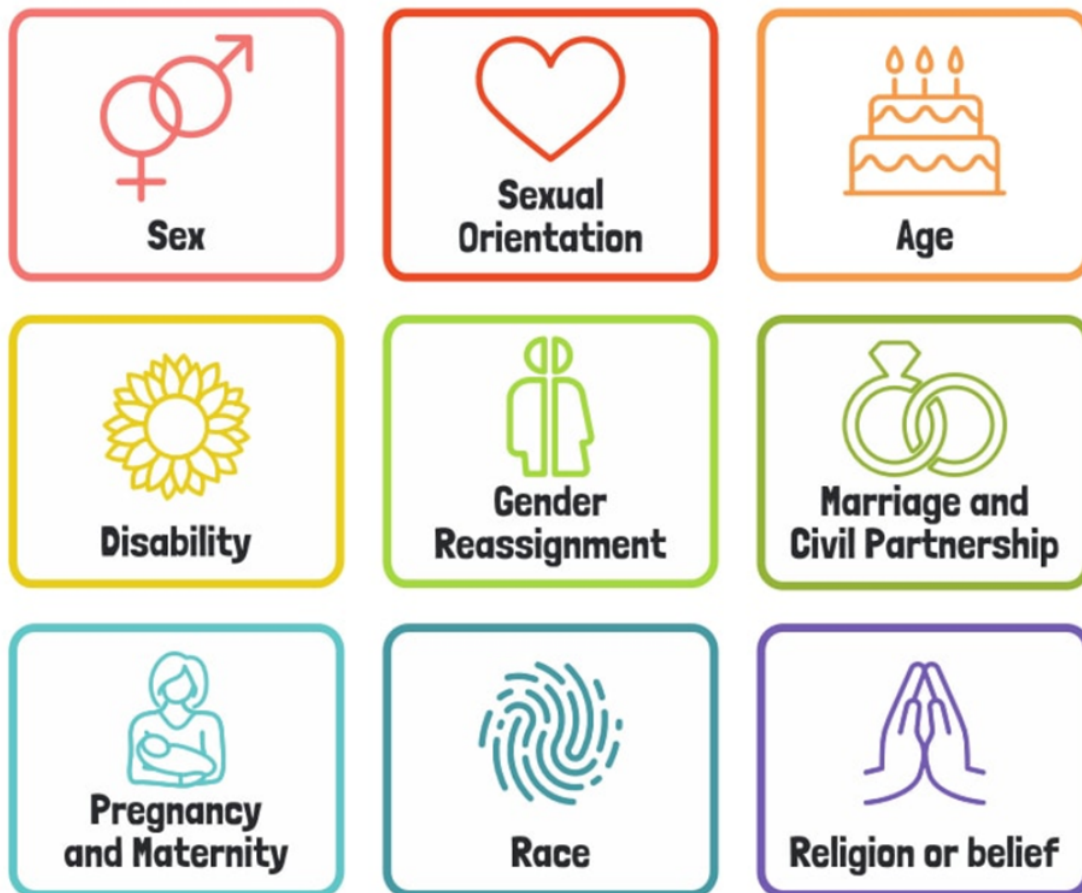
You are protected under the Equality Act 2010 from these types of discrimination.

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race

- religion or belief
- sex
- sexual orientation

It is against the law to discriminate against someone because of protected characteristics.

Protected Characteristics



British Values:

These values are Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.

Examples of the understanding and knowledge pupils are expected to learn include:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law

- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

Examples of actions schools can take to promote British values are to:

- include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

Both schools use SCARF scheme to deliver PSHE to pupils which include British values.

For further reading click on the link below

<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

Prevent

The Prevent duty became law back in 2015. This is a duty on all schools and registered early years providers to have due regard to preventing people being drawn into terrorism. In order to protect children in your care, you must be alert to any reason for concern in the child's life at home or elsewhere.

In both schools Prevent is taught to children in PSHE through the SCARF scheme. Prevent is also taught during culture week when children learn about different religions.

For further reading please click the link below

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Prevent training for all governors to complete can be accessed using the national college training platform.

There is information on the school website to sign post parents to more information about Prevent.

Links to other policies and documentation:

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self evaluation review, the school prospectus, school web site and newsletters. There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy. What we are doing to eliminate discrimination, harassment and victimisation We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities. We 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 take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all. Respect is a key school Value and is celebrated in our weekly WOW assembly and through our family groups sessions.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender identity, pregnancy or maternity

Behaviour, Exclusions and Attendance:

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns. Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality: - prejudices around disability and special educational needs - prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum - prejudices around gender and sexual orientation, including homophobic and transphobic attitudes There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We treat all bullying incidents equally seriously. We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents What we are doing to advance equality of opportunity between different groups. We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.

Assessment and data collection:

We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age appropriate literacy and number skills. We collect, analyse and publish data: on the school population by gender and ethnicity; on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability; by year group – in terms of ethnicity, gender and proficiency in English; on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English. We review an analysis of standards reached by different groups at the end of each key stage: White British FSM and non-FSM Bangladeshi Black African Congolese Somali Black Caribbean Free School Meals EAL All SEN SEN School Action and SEN statement SEN statements Looked after Children Known GRT Refugee.

Attendance:

We regularly review attendance each half term and review and analyse the attendance of specific groups in order to identify any issues and ensure all barriers to attendance are removed.

Curriculum and teaching:

As a school we are very inclusive and feel strongly that we serve the needs of the local community and have a responsibility to educate our children to understand equality, diversity and respect. We hold annual Culture Week where each class studies a different culture. We have weekly 'WOW' assemblies where we celebrate our values of Respect, Responsibility, Resilience and Engagement.

In terms of equality we aim to ensure our children:

- Are **respectful** of all differences and understand the importance of equality regardless of sex, race, disability, religion or belief, sexual orientation, gender identity pregnancy or maternity.
- Are **responsible** for their actions and behaviour and do not discriminate against another as a result of sex, race, disability, religion or belief, sexual orientation, gender identity pregnancy or maternity.
- Are **resilient** to bias and inequality and always value equality in all aspects of life.
- **Engage** in school life, their education and in society with an understanding of the importance of equality.

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We include the contribution of different cultures to world history and that promote positive images of people We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events

To support academic achievement:

- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We provide support and interventions to pupils at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We plan on individual need to ensure the needs of all learners are met.

In addition to avoiding or minimising 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, for example: - disabled and non-disabled people - people of different ethnic, cultural and religious backgrounds - girls and boys.

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

Accessibility Plan:

Our accessibility plan is designed to increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

Responsible persons:

The headteacher and senior leaders will ensure this policy is implemented fully. All staff, parents, pupils and visitors to school have a responsibility to fulfil the requirements of this policy.

The resources committee of Mosaic Federation Governing Board are responsible for the review of this policy.

All staff have access to training from the National College platform

Appendix 1:

Equality statement

As Mosaic federation School we are fully committed to ensuring equality in all aspects of school life.

Staff, pupils, parents, volunteers and all visitors agree to abide by the school's equality policy by:

- Being **respectful** of all differences and understand the importance of equality regardless of sex, race, disability, religion or belief, sexual orientation, gender identity pregnancy or maternity.
- Be **responsible** for their actions, language used and behaviour and do not discriminate against another as a result of sex, race, disability, religion or belief, sexual orientation, gender identity, pregnancy or maternity.
- Be **resilient** to bias and inequality and always value equality in all aspects of life.
- **Engaging** in school life, their education and in our society with an understanding of the importance of equality.
- Supporting a curriculum which teaches our children about the importance of equality.
- Not deliberately causing offence or difficulty in relation to a person's sex, race, disability, religion or belief, sexual orientation, gender identity pregnancy or maternity.

Appendix 2:

Equality objectives:

Objective	Strategy	Responsibility of
All pupils make at least expected progress from prior key stage by the end of year 6- 3 year trend	Progress tracking- groups analysis, targeted interventions/ boosters.	Deputy Head of school
All pupils access a full curriculum monitoring of creative curriculum impact	Monitoring of creative curriculum impact through curriculum review. curriculum to form SDP	Curriculum lead
The gap between girls and boys reduces over a 3 year period	Data analysis year on year-gap identified within cohorts, SDP,	Deputy Head of school
The gap between disadvantaged and other pupils reduces over a 3 year period 0.	Data analysis year on year-gap identified within cohorts, SDP, targeted support and regular monitoring. Tracking of 3 year end of KS2 trend.	Deputy Head of school