

Mytham Primary School

Equality Policy



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Updated: May 2024			
Review Frequency	Every 2 years	Review Date	Spring 2026
Ratified by Staff and Pupil Wellbeing Governors Committee	Summer 2024	Website	Yes

RATIONALE

Mytham Primary School strives to provide an excellent education to ensure that all pupils achieve their full potential in the widest sense, regardless of differences that exist between pupils and their families in terms of protected characteristics. These include: race; individuals of all faiths and none; ethnicity; culture; age; sexual orientation; socio-economic background, gender, and disability.

Mytham recognises that the society within which we live is enriched by diversity. We are committed to ensuring that everyone within our school community is equally valued and always treated with respect and fairness. We tackle all types of bullying and hate crime. We know that children live in families made up in different ways. These might involve: married and unmarried (including same sex partnerships); single parents/carers; extended family including main carers who are not the birth parent of the child. We acknowledge that we have a duty to teach the children about the diversity that exists in the world today so that they too respect, value and celebrate such differences. Our Equality Scheme embraces the requirement for schools to promote British Values in all aspects of school life.

Summary of Legal Duties

The Equality Act 2010 replaced all previous equality legislation to provide a single, consolidated source of discrimination law. The Act applies to all maintained and independent schools including academies. The single Equality Duty has replaced the three separate duties on race, disability and gender. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil

- In relation to admissions
- In the way it provides education for its pupils
- In the way it provides pupils access to any benefit, facility or service 2
- By excluding a pupil or subjecting them to any other detriment

The Protected Characteristics

It is against the law to discriminate against anyone because of:

- age
- gender
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'.

You're protected from discrimination:

- at work
- in education
- as a consumer
- when using public services
- when buying or renting property
- as a member or guest of a private club or association

You're legally protected from discrimination by the **Equality Act 2010**.

You're also protected from discrimination if:

- you're associated with someone who has a protected characteristic, for example a family member or friend
- you've complained about discrimination or supported someone else's claim

The Public Sector Equality Duty (PSED) (sometimes referred to as the 'general duty')

In carrying out their functions, public bodies are required to have due regard to the need to

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

This means :

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.

- We will regularly consider the ways in which the taught and wider curriculum will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school improvement plan.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- We will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, we will ensure that all pupils have access to extra-curricular activities and residential visits, and we will monitor the uptake of these to ensure no-one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources we will take every opportunity to promote and advance equality.
- Bullying and prejudice related incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice.
- We expect that all staff will be role-models for equal opportunities; deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, we will plan on-going events to raise awareness of equality and diversity. This may include neuro-diversity weeks, mental health weeks and exploring faiths and cultures from around the world. This may include a focus on disability; respect for other cultures; religions and beliefs; gender equality; developing community cohesion and an understanding of the effects of discrimination; locally and globally.

Policies

1. The school has several key policies/documents that note the importance of avoiding discrimination e.g Anti-bullying policy; Positive Behaviour & Relationship policy & our Special Educational Needs and Policy. We also have a statement on how the school promotes British Values. Our accessibility plan is available on our school website.
2. All school policies that relate to personnel matters are sourced from the HR support team at Bolton Local Authority and adhere to the principles and legislation laid out in the 2010 Equality Act.
3. The school endeavours to consider equality matters whenever policies or practices are introduced or amended, to ensure appropriate consideration is given to the impact on specific individuals and groups.
4. All staff, visitors, contractors, and employees from other agencies are expected to adhere to the school's code of conduct, summarised in our staff handbook - We use appropriate and suitable language when addressing children or adults
5. We respect all individuals regardless of their age, ability, race, culture, faith or non faith, gender or sexuality:
 - We promote equal opportunities for all
 - We challenge all incidents of discrimination and deal with them appropriately.

- We acknowledge and respect that families are made up in varied ways, including married and unmarried (including same sex partnerships), single parents/carers, extended family including main carers who are not the birth parent of the child.

6. We ensure pupil/parent/staff consultation is regularly sought in the development and review of key policies.
7. We regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
8. We ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
9. We set out training and awareness sessions regarding Equality matters in the school improvement plan.
10. We will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
11. We will maintain and update an equality page on the school website to show how we are complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.

Monitoring

- Our Pupil Welfare committee of the Governing board oversees the work school does around Equality. They monitor policies and the curriculum. They also ensure that we are upholding the principles of the Equalities scheme when carrying out school based learning walks/ observations
- We have school working parties with staff, governors and volunteers taking part as necessary. They discuss, share and plan events for our school community, many of which are linked to or involve work on the importance of diversity and inclusion.

The School Curriculum and Learning Experiences

1. The school plans and delivers a broad and balanced curriculum, including resources and content that teach children about the richness and diversity in our world through Global Citizenship, woven into the Personal Development curriculum.
2. We have a robust Personal Development curriculum in place, which underpins our Equality Policy. This has been written with diversity in mind and we carefully plan units of work which enable us to address issues around equality in a straightforward and age appropriate way. Topics include family life and different kinds of families; discrimination including the impact of prejudice based language, teasing, bullying and aggressive behaviour; human rights and the United Nations Declaration of the Rights of the Child.
3. Curriculum resources are evaluated and reviewed by the Personal Development lead and staff to ensure they contain a representation of the different groups and diversity in our world.
4. We work with local support groups such as Fort Alice (front line service for victims of Domestic Abuse) and Barnardo's. Skilled and specialist practitioners from these groups offer training to our staff and in some cases they come into school and deliver sensitive programmes. Healthy Relationships delivered by Fort Alice to Y5 explores acceptable and unacceptable behaviours in a relationship. Staff undergo regular training by approved providers to deepen understanding and legislation around the protected characteristics, and this then informs teaching.
5. We have established links with other local primary and special schools; this enables pupils to visit other settings, and for pupils from other schools to come and visit us. We feel this supports our pupils in meeting people from a range of faiths, cultures and communities.

6. We are particularly proud of our work with UKS2 pupils in a unit called 'Little Lever Children Love Little Lever'. In this project they learn about Communities and how young people can enhance a community. They also reflect on how anti-social behaviour and hate crime can impact negatively on a community.
7. Educational visits to enrich the RE curriculum include opportunities to broaden the children's knowledge and understanding of different faith groups. We work with the Bolton cluster schools and subject leaders from across the LA to plan experiences such as a Faith Trail where KS2 children visit a church, mosque and Hindu temple. Mytham follows the SACRE curriculum; an approved RE scheme for Bolton LA.
8. We celebrate and explore a range of faiths and cultures within the Mytham curriculum through our topics and units of work.
9. We have developed an ethos within our school, unpinned by 'The Mytham Way' – Kindness, Respect and Resilience - being the best we can be'.
10. We have a section on the weekly newsletter where we celebrate and recognise pupils that have exemplified these qualities throughout the week.
11. Our school vision:



12. We learn about issues which impact lives and communities, such as discrimination and racism. These are explored through our personalised PD curriculum (encompassing PSHE & Sexual Health & Relationships). Vocabulary and terminology is a key part of our learning so that our children become effective communicators in expressing society issues. These areas are explored in age appropriate ways, linked to the development of our pupils and in line with PSHE Association and DFE recommendations.
13. Children are taught about Children's rights and that -with rights comes responsibility. We ensure that children are aware of their rights and what to do if they feel that their rights or their friend's rights are not being met. Essentially this is to tell a trusted adult. We have achieved the 'Rights Respecting School' award to highlight the significant work undertaken by our school.
14. Our school link teaching and learning, and wider school matters to the Global Goals:



15. Equality related matters are regularly addressed through school assemblies or focused project work. For example, during the annual 'anti-bullying' week we teach the children about the different forms of bullying, the impact it has on people's lives and the action they should take if they believe bullying is happening in our school. We explain that bullying can take many forms but often involves targeting someone's vulnerability or picking on a difference. This is unacceptable in society and we reflect this in our school's behaviour policy
16. We continually adapt our curriculum to address current national issues. These are linked to British Values (please see website for more information on how we fulfil British Values through direct teaching and learning and wider school life).
17. Our safeguarding practice not only meets the statutory requirements, but goes beyond this to ensure the emotional and social needs of the children are a priority. Effective safeguarding across school, termly pastoral caseload and vulnerable pupil caseload meetings ensure robust practice at Mytham.
18. Our pupil 'Leaders' and 'Ambassadors' apply for their positions e.g Play leaders and Wellbeing Ambassadors. We provide training for these pupils so that their roles and responsibilities are clearly defined. This includes training via the Diana Award (Anti-bullying).
19. Worry boxes, our Chill zone and wider support from the pastoral team ensure our children feel safe, happy and have someone to talk to whenever they may need to.
20. The school have a 'wellbeing offer' – see our Wellbeing policy and school website for more information. This enables our pupils, and their families to access the support that they need.
21. Mytham has a team of Mental Health Champions, supporting both staff and pupils. There is also a Senior Mental Health Lead.
22. Mytham work closely with the Mental Health in Schools team, alongside a wide variety of external agencies, including health and behaviour/ learning support. This ensures that we meet the needs of all pupils and their families.
23. We have a full-time pastoral team who complete direct work with pupils and their families.
24. The Early Help Assessment framework is used systematically at Mytham to support children and their families in a wide variety of ways, including community integration, mental health, domestic violence, SEND, housing and more. Our staff are trained as lead professionals.

Monitoring

We monitor the academic progress and attainment of all our pupils and we track groups, with a particular focus on those who may be vulnerable eg children with a special educational need or disability. From this data we can evaluate the pupil outcomes and if necessary plan interventions to address any gaps in learning and support pupils to catch up.

Governors evaluate the resources used for teaching about sensitive issues and also are familiar with the materials used for example the Barnardo's 'Real love Rocks' programme.

We review all our incident logs, behaviour reports and exclusion data to identify if there are any specific groups of children who are over represented. CPOMS supports thorough record keeping and tracking of pupil needs and concerns.

We regularly seek the views of children to understand how they experience life at Mytham. We have pupil voice events planned throughout the year to explore a wide range of topics, from curriculum to behaviour and safety at Mytham. We also create pupil working parties to ensure our children remain at the heart of change to practice across school. We have an active and very effective group of 'Change Makers' who represent fellow pupils. We

encourage them to give their ideas about how we could make school better. Other groups such as Eco committee and Wellbeing Ambassadors help school to evaluate and bring about positive changes.

Through parent meetings, questionnaires and Parent Governors we seek information from our community about the school's performance and endeavour to address issues, including equality related issues, if/when these come to light.

Staff Training

1. All staff are briefed on the Equality Duty as part of their induction. This is the first page in our Staff Handbook. Staff are reminded of this duty at the start of the autumn term when we review the staff handbook and these messages are reinforced throughout the year in meetings.
2. As required, we return to our school Vision and Values and the Equality Duty. This is important as society is continually changing and we need to ensure that we are reflecting this in our ethos and actions. This resulted in whole staff training and communicating our commitment to Equality to parents.
3. Specific training opportunities are sourced to address issues that have arisen through monitoring eg gender identity training, how to support children on the autistic spectrum within the mainstream class; strategies for managing challenging behaviour within the classroom.
4. Subject leaders advise staff how to teach aspects of the school curriculum that will promote the values set out in our Equality Policy.
5. All staff have received training on 'British Values' and how these encompass our existing school values and Equality Policy. This is part of the Induction programme for new staff, governors and volunteers.

Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice; for example, the provision of a quiet space for undisturbed prayer or meditation, when this is requested.

Our assemblies are not faith based. We have a period of reflection in some assemblies which pupils with faith can use as an opportunity to pray, if they wish.

Complaints Procedure

Should there be any part of our policies or practices that give rise to a complaint from parents/carers, the school's complaints procedure will be used to investigate these (please visit the school's website for further information).