

Equality Policy

Our Vision

Meadowside is a nurturing community primary school with a strong sense of pride and belonging, with the belief that all have the potential to thrive.

Our Purpose

We exist to cultivate a love of learning by broadening horizons and opening minds to new possibilities. Through our School Values, we grow confident individuals who aspire to shape the future.



Rakim
Responsibility



Aretha
Respect



River
Reflection



Rex
Resilience

Chair of Governors:	Angela Pratt	Signed:
Chair of Committee:		
Committee Responsible:	Quality of Education	
Staff Responsible:	J Garnham	
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1	07/09/23	M.Lewis	Section 3 Section 14	Removed brackets and contents on bullet point 7. Updated job role for one of DDSLs

EQUALITY DUTY

At Meadowside Primary School we want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations.

The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people

At Meadowside Primary School we take professional responsibility seriously, this applies to:

- reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying.

Section 1: Legal Framework

This policy reflects the:

- [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
- Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

Our school also promotes working together with others to improve children's educational and wellbeing outcomes.

Section 2: MEADOWSIDE PRIMARY SCHOOL Values

At Meadowside Primary School we seek to embed equality of access, opportunity and outcomes for all members of our school community, within all aspects of school life. As a school, we are guided by the following values:

- Shared humanity – identifying commonality and shared values, aspirations and needs, valuing fundamental similarities and universality;
- Valuing difference and diversity – appreciating the richness within our differences and promoting understanding and celebration of them;
- Social cohesion – creating positive attitudes and relationships between all groups of people within our school and our local community;
- Equality- eliminating discrimination, harassment and victimisation by promoting that all members of our school communication have equal value;

- Personal and cultural identify – providing opportunities to explore and value the complexities of our personal and cultural identifies as well as consulting people and involving all people;
- Fairness and Social Justice – reducing and removing inequalities that exist in society through staff recruitment, retention and development as well as individually and collectively promoting a more equitable society.

Section 3: Meadowside Primary School's Philosophy

We are committed to being an equal opportunities education provider and employer and are committed to equality of opportunity for all members of the Meadowside Primary School. Students will be taught these values and to respect others. In the provision of equal opportunities, we recognise and accept our responsibilities under the law and oppose discrimination based on:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief (including lack of religion or belief)
- gender
- sexual orientation
- marriage or civil partnership
- age

These are called the Protected Characteristics. We also oppose unlawful discrimination (and bullying) on the basis that a person has a special educational need or learning difficulty, or because English is an additional language. We aim to ensure that all policies and practices conform with the principle of equal opportunities and comply with the Public Sector Equality Duty set out in section 149 of the Equality Act 2010.

Section 4: Aims of the Policy

Through the operation of this policy we aim to:

- Promote equal treatment for all members of the school community
- Create and maintain an open and supportive environment which is free from discrimination.
- Foster mutual tolerance and positive attitudes so that everyone can feel valued within the school community.
- Remove or help to overcome barriers where they already exist.
- Ensure that there is no unlawful discrimination against any person on any ground listed under Protected Characteristics above.
- Make it clear that, and ensure, that all discriminatory words, behaviour and images are treated as unacceptable.
- Take reasonable steps to avoid putting people with a disability at a substantial disadvantage (the Reasonable Adjustments duty).
- Set out how we will publish information to demonstrate our equality commitments
- Set out details about our school equality objectives.

Section 5: Types of Discrimination

Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally.

Direct discrimination

This occurs when a person is treated less favourably than another person because of a protected characteristic as set out above. For example, rejecting an applicant of one race because it is considered they would not 'fit in' on the grounds of their race would be direct discrimination. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity). For example, if a student is harassed or victimised because a sibling has a disability, this would be direct discrimination against that student.

Indirect discrimination

This occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with gender, they would be indirectly discriminatory on the grounds of gender.

Discrimination arising from disability

Discrimination arising from disability occurs when a person with a disability is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be proportionate means of achieving a legitimate aim. For example, where a pupil with cerebral palsy who is a wheelchair user is told they will be unable to attend a school trip because there is no wheelchair access available and other options are not investigated.

Section 6: Guiding Principles

a) Eliminating discrimination

Within Meadowside Primary School the following actions are undertaken to eliminate any form of discrimination and prohibited conduct amongst the whole school community for the protection of its pupils and staff.

- All school policies are written to ensure equality of the pupils and staff within the school and this is clearly shown within the whole school values shown within these key documents;
- The school values, which underpin the whole school philosophy, which is shared with all stakeholders and taught within the school to promote the key messages of equality, individuality whilst eliminating any form of prejudice;
- All staff appointments and promotions are made on the basis of merit and ability.

Members of the SLT team and governing body have undertaken Safer Recruitment Training to ensure equality in the appointment of new members of staff, adhering to recruitment and selection processes that are fair and in line with statutory duties;

- Ensuring all members of staff within school receive annual performance reviews and that training and development opportunities are available to all staff, subject to budget constraints;

- Admission arrangements for pupil are fair and transparent and do not discriminate on ethnicity, gender, disability or socio-economic factors.

b) Advancing Equality of Opportunity

Our school believes it is important to ensure we have a shared view of advancing equality of opportunity between people who share protected characteristics as well as those that do not share it. We undertake this in the following ways:

- Equality objectives are written to provide clear vision and focused actions to reduce inequality and provide specific support to individuals and groups of pupils;
- Behavioural incidents, including bullying and racist incidents are recorded on the schools tracking system with the actions undertaken also recorded. These are analysed by a key member of staff to look for trends or patterns to ensure all children have the same opportunities of feeling safe, welcome and happy within school;
- PSHE, RE and assemblies regularly address ideas of equality through tolerance, friendship and sharing an understanding of a range of religions or cultures;
- A wide-ranging enrichment programme of the curriculum, including visits and clubs that are open to all children, making reasonable adjustments where necessary.
- Assemblies within the school and pupils sharing things within class and assemblies give opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

c) Engagement and Fostering Good Relations

Within our school values, engagement with all stakeholders is seen as fundamental and we pride ourselves on our engagement with the local community, especially those affected by the decisions we make as a school.

- We engage with a wide range of groups and individuals to ensure that the group of staff and governors that approve the policy represent the diverse community in which we live;
- Our equality objectives are devised based on qualitative and quantitative data that we have collected.
- Local community links and events are frequently placed throughout the school's calendar and are open to all, in order to foster good relationships and engage with all members of the community.

Section 7: Equality Objectives

Our equality objectives are written for four academic years; however, we review them bi-annually and we will report annually on our progress towards achieving them.

Section 8: Addressing Prejudice and Prejudice-Related Bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties as detailed in the Equality Act. This includes:

- Prejudices around disabilities and special educational needs;

- Prejudices around racism and xenophobia, including those directed towards religious groups and communities and those that are directed against travellers, migrants, refugees and people seeking asylum;
- Prejudices reflecting sexism and homophobia.

We address the experience, understanding and needs of the victim, perpetrator, bystanders and the wider school community through our actions and responses to the above. We keep a record of all prejudice-related incidents and, if requested, provide a report to the local authority about the number, type and seriousness of such incidents and how they have been dealt with in school.

Section 9: 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

Section 10: Roles and Responsibilities

a) The Role of Governors

- The governing body is responsible for ensuring that the school complies with legislation and this statement and its related procedures are implemented;
- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and staff;
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school;
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to ensure school communication is as inclusive as possible for all stakeholders;
- The governors welcome all application to join the school regardless of the child's socio-economic background, ethnicity, gender or disability.

b) The Role of the Executive Head Teacher and Head of School

- The Executive Head Teacher and Head of School are responsible for implementing the policy and ensuring that all staff are aware of their responsibilities;
- The Executive Head Teacher ensures that all appointment panels give due regard to the plan so no one is discriminated when it comes to employment or training;

- The Executive Head Teacher and Head of School treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents with due seriousness;
- The Executive Head Teacher promoted the principle of equal opportunity when developing the curriculum and participation in school life.

c) The Role of all Staff

- All staff will promote an inclusive and collaborative ethos within their classroom and ensure all children are treated fairly;
- All staff will strive to provide a curriculum and material that gives positive images based on ethnicity, gender and disability as well as challenging any stereotypes;
- All staff will challenge any incidents of prejudice, racism and homophobia and record the incidents drawing them to the attention of the Senior Leadership Team;
- All staff will keep up to date with equalities legislation relevant to their work.

Section 11: Staff Development and Training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Section 12: Monitoring and Review

In line with the legal requirements, this Equality Policy will be reviewed annually and any adaptations presented to the Governing Body. It will then be shared via the school's website and staff meetings.

Section 13: Dealing with Complaints

At Meadowside Primary School we endeavour to get it right as we unashamedly put the needs of the pupils and staff first. Meadowside parents are positively encouraged to come into school to talk about any aspect of their child's education. Initial contact is usually made through the child's class teacher, and in the vast majority of cases, concerns or anxieties are usually resolved at this stage. However, if this fails and a parent wishes to make a formal complaint then please refer to the school's Complaints Policy.

Section 14: Safeguarding

At Meadowside Primary School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern, Meadowside Primary School procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy.

Any concerns will be referred to the Designated Safeguarding Lead (DSL) or the Deputy Safeguarding Leads (DDSL):

DSL

Mrs Hammond-Pastoral Manager

DDSLs

Mrs J Garnham-Executive Head Teacher

Miss M Lewis- Head of School

Mrs D Astley-Assistant Head Teacher

Mrs C Mills- Inclusion Lead/SENDSCO

Ms K Tomkins- Executive Business Manager

Governor

Mr K Mount-Safeguarding Governor