Monks Risborough
Church of England Primary School
'A school family where everyone thrives in every way.'

Equalities Duty Framework and Action Plan for Schools

This policy was reviewed by the school: Autumn 2024

The policy is to be reviewed: Autumn 2028

Signed ……. Chair of Governors

At Monks Risborough CE Primary School we ensure that we apply the principles of fairness and equality in everything we do as referred to in The Equality Act 2010 http://www.legislation.gov.uk/ukpga/2010/15/section/149.

This means we aim to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act by removing or minimising disadvantages suffered by people due to their protected characteristics.
- Advance equality of opportunity and foster good relationships between people of all characteristics (those who share a protected characteristic and those who do not).
- Encourage all to participate in activities
- Publish equality objectives and information demonstrating how we are doing this.

Monks Risborough CE Primary School welcomes the equality duty of schools. We strongly believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. Linking to our school vision – A School Family where everyone thrives in every way. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We strive to promote community cohesion. We are all committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We promote a culture of equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, race, religion, sex, sexual orientation, pregnancy and maternity) and a shared sense of belonging for all who work, learn and use the services of our school.

We recognise that equality will only be achieved by the whole school community working together; our learners, staff, governors and parents. Throughout this statement parents can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

<u>The school is committed to:</u>

· dealing firmly with any incidents of discrimination, harassment and victimization

· enabling equality of opportunity to access the school curriculum, extra-curricular activities, resources, staff vacancies, training opportunities etc.
· recognising the value of a diverse and inclusive school community
· ensuring that staff and pupils within the school operate within the requirements of equality legislation and where necessary deal firmly with breaches of this statement and its principle through pupil and staff discipline procedures
· ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted

We believe

- All learners are of equal worth
- We recognise and respect difference
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove any inequalities and barriers
- We work towards measurable equality objectives

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles as outlined above

Ethos and organisation

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- safeguarding

- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice-related incidents and bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above

We keep a record of prejudice-related incidents, including the type of incident, seriousness and how the incident was dealt with.

Roles and responsibilities

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 has a watching brief regarding the implementation of this policy.

The **headteacher** 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 are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

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.

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.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language, nationality national origin; religion; and sex.

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.

Equality within our curriculum:

At Monks Risborough CE Primary School we are committed to equality of opportunity in accessing the school curriculum, extra-curricular activities, resources, staff vacancies. We recognise the value of a diverse and inclusive school community. Our school community is aware of our core values of:

Respect, Responsibility, Community, Friendship, Love, Thankfulness and Generosity

These values are embedded in the life of the school and you see them in 'action' daily as pupils, staff and the school community go about the school day with our vision of *A school family where everyone thrives in every way.*

Our key objectives for the school year 2021/2022

- To develop pupil knowledge of diversity and equality by weaving through our school ethos, practices and curriculum.
- To effectively support children so that measurable progress is made by all, including those in vulnerable groups
- To ensure the school environment is as accessible as possible to pupils, staff and visitors

How we do this at Monks Risborough CE Primary School

Protected characteristic	**What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?**	**How do we advance equality of opportunity between people who share a protected characteristic and those who do not?**	**How do we foster good relationships between people who share a protected characteristics and those who do not?**
Race	Our school has a rich cultural diversity. Pupils achieve and progress irrespective of race. Any racial incidents would be/are treated very seriously, reported to governors and on ANT. Staff recruitment and professional review procedures help ensure equality of opportunity.	Opportunities for pupils to experience other cultures through the curriculum, assemblies, themed days, weeks and visitors to the school. We explore calendar events to celebrate diversity and to promote understanding of different cultures.	We promote the valuing of self, others and the environment through our ethos. Our values of **Respect, Responsibility, Community, Friendship, Love, Thankfulness and Generosity** help to promote universal positive human values. This ethical vocabulary

			develops ethical intelligence and helps to educate to be inclusive of everyone, no matter their race, disability, gender or any other characteristic.
Disability	We ensure that the needs of disabled users of the school site are considered and that appropriate support is in place. Planning for learning and support is in place and ensures they are able to participate in all aspects of school life. Disabled access is available. Staff recruitment and professional review procedures help ensure equality of opportunity.	All pupils have the opportunity to participate fully in events. We ensure that parents are able to access school events with the support of others. Pupils learn to support others and celebrate their involvement within a caring environment.	Staff consider the needs of disability at the planning stage of the curriculum in order to overcome potential barriers. Expectations remain high and include appropriate levels of challenge, taking into account medical needs. Diversity is celebrated and treating each other with respect is an expectation.
Gender	All pupils make personal progress irrespective of gender. Staff recruitment and professional review procedures help ensure equality of opportunity.	We track pupil data and are continually focused on closing any gaps irrespective of gender. We encourage pupils in developing a sense of responsibility for their achievements and progress. We make every effort to	Our delivery of the curriculum extends pupil's knowledge and understanding. Pupils learn how it is important to listen and then how to formulate appropriate questions.

		challenge traditional stereotypes relating to gender and equality.	
Gender Reassignment	Staff recruitment and professional review procedures help ensure equality of opportunity.	At Monks Risborough CE Primary School, our school values/ethos supports tolerance and understanding of others and equality of opportunity for all.	We support and promote inclusion for all members of the community.
Pregnancy and Maternity	We ensure that entitlements to Maternity and paternity leave are met. When possible, flexible working for staff returning from maternity leave and those with children is facilitated.	Support staff needs during pregnancy. This is reviewed regularly.	A supportive environment for all staff is fostered within our strong values based ethos.
Age	We encourage a wide profile of staff and volunteers at the school. Staff recruitment and professional review procedures help ensure equality of opportunity.	We celebrate the opportunities that are presented through a community with a wide age profile and welcome volunteers and visitors from the local area.	Members of the community of all ages are invited into school to talk about their experiences and to share skills.

Equality Objectives September 2024-2027

Objective 1

To ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion.

Why we have chosen this objective:

From an analysis of our school profile alongside the demographics of our local area we know that our school community is not fully representative of life in Modern Britain. We want our community to embrace the uniqueness of the human race more readily and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.

To achieve this objective, we plan to:

- Ensuring planning of the curriculum represents life in Modern Britain where all people are represented.
- Celebrate national and international events that are important to different groups of people
- Plan collective worships carefully to deepen children's awareness of the world around them.
- Have curriculum days/weeks that celebrate diversity e.g. Interfaith week, Black History Month.

Progress we are making towards this objective:

Objective 2

To monitor and analyses pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Why we have chosen this objective:

The school have started to monitor and anaylse pupil achievement data in terms of protected characteristics. We have not yet found any trends or patterns but we understand we need to do this regularly so any patterns/trends can be identified so pupils who require additional support are identified quickly.

To achieve this objective, we plan to:

- The Headteacher will analyses pupil achievement and pupil progress after each data drop looking at different protected characteristics.
- The data and analysis will be discussed by SLT and presented to the Governing Body Achievements Committee to be discussed.
- Patterns and trends will be investigated and shared with teaching staff.

Progress we are making towards this objective:

Objective 3

To recognise that communication is not only through spoken language and promote opportunities for training and development to support non-verbal communication.

Why we have chosen this objective:

The school has an increasing number of children with significant and often complex needs including ASD, Downs Syndrome, EAL. There are many children who struggle to comprehend or respond appropriately to spoken word and require alternative forms of communication including visual.

To achieve this objective, we plan to:

- Makaton level 1 and 2 training for the whole school staff.
- Makaton signs to be used across the school
- Makaton signs to be taught to the children so they can confidently us them to communicate.

Progress we are making towards this objective:

Objective 4

To narrow the disadvantaged pupil gap in KS2 so that a greater proportion of DA pupils finish KS2 with age related expectations.

Why we have chosen this objective:

From an analysis of our internal school data, which is discussed termly at pupil progress meeting it indicates inequality of attainment/progress for our pupils who receive pupil premium funding.

To achieve this objective, we plan to:

- Closely monitor data for our DA pupils.
- Teachers to be aware of DA pupils and their progress
- Inclusion Assistant to support emotional development to ensure children are ready to learn
- Inclusion Assistant to support focus DA children in core subjects e.g. Maths to support academic progress.
- Continue to run parent workshop to enable parents to support children at home. Ensure DA parents are invited and targeted to attend the workshops.
- Invite DA parents into school at different opportunities to build positive relationship with school and education.

Progress we are making towards this objective:

Glossary

Antisemitism	Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Further information here.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day-to-day activities
Discrimination	This can be direct: When someone is treated less favourably than another person or other people because: ● they have a protected characteristic ● someone thinks they have that protected characteristic (discrimination by perception)

	• they are connected to someone with that protected characteristic (discrimination by association) Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Harassment is unwanted offensive behaviour directed at someone because they have a protected characteristic, are perceived to have a protected characteristic or are associated with someone with a protected characteristic.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people
Islamophobia	Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here.
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin
Reasonable adjustments	Taking reasonable steps to remove disadvantages faced by disabled people by: • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids

Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion. We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	Treating someone badly because they are: ● making a claim or complaint of discrimination ● helping someone else to make a claim by giving evidence or information Or because they intend to do so.