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MOBBERLEY CHURCH OF ENGLAND PRIMARY SCHOOL

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**Equality Policy 2023-24**

**Mobberley CE Primary School**

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| Vision Statement**“Open Hearts, Open Minds, Open Doors”**We aim for all our pupils to achieve their full potential and to thrive in the modern world, being confident and independent global citizens, with a life-long love of learning, based on the foundation of the core Christian values of respect, perseverance, compassion, friendship, courage and honesty.**Our Vision is Inspired By:** Matthew 7:7**“Ask and it will be given to you; seek and you will find; knock, and the door will be opened to you.”** |

Name of Policy Equality Policy

Date approved and adopted: September 23

Date to be reviewed September 2024

Mobberley C of E Primary 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 (2010) 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. This policy supports the protection of all characteristics, which are covered by equality and diversity guidelines and legislation.

**Our approach to equality is based on the following key principles:**

1. All members of our school community 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.
2. We recognise, 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 to 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.

**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 to day life of the school. We make a record of each specific equality consideration and this is available for review if required.
* We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all. We ensure that school resources are representative of the diverse world the children live in.
* We train staff in issues relating to the Equality Act, so that school practice can be challenged and refined to ensure we continue to remain fully inclusive of the protected characteristics.
* Our admission 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, sexual orientation, or gender.

**Behaviour, Exclusions & Attendance**

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 & 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
* Prejudices around gender and sexual orientation.

We treat all bullying incidents equally seriously and we keep an active record of different prejudice-related incidents within Safeguarding meetings.

**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 and visits.
* 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 English and Maths skills.

We collect and analyse data on the school population by factors such as:

* 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 also collect, analyse and use data in relation to attendance and exclusions of different groups.

* We avoid language that runs the risk of placing a ceiling on any pupils’ achievement or that seeks to define their potential as learners, such as ‘less able’.
* We use a range of teaching strategies that ensures we meet the needs of all pupils.
* We provide support 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.

In addition to avoiding or minimising the 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 nondisabled people - people of different ethnic, cultural and religious backgrounds - girls and boys.

* Our school uniform policy allows for gender flexibility
* We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
* We have also implemented an Accessibility Plan 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.

**Positive Action**

 We will take positive and proportionate action to address the disadvantages faced by particular groups of pupils with particular protected characteristics, such as targeted support.

**What we are doing to foster good relations**

* We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote 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, RSE 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 and disability, avoiding stereotyping.
* We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
* We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
* 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.

**Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act (2010). We will provide training, guidance and information to enable them to do this.

**Governing Body**

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.

**Headteacher**

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.

**Teaching and Support Staff**

All teaching and support staff will:

* promote an inclusive and collaborative ethos in their classroom.
* challenge prejudice and discrimination.
* deal fairly and professionally with any prejudice-related incidents that may occur.
* plan and deliver lessons that reflect the school’s principles, for example, in providing materials that give positive images in terms of race, gender and disability.
* maintain the highest expectations of success for all pupils.
* support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
* keep up to-date with equalities legislation relevant to their work. 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.

**Equal Opportunities for Staff**

* We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
* All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
* We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
* As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
* We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
* We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as group.

This policy will play an important part in the educational development of individual pupils. It will ensure that all pupils are treated equally and as favourably as others. The school will make all the reasonable adjustments necessary to promote equal opportunity and equal treatment of all members of the school community. We are committed to meeting the individual needs of each child and we will take full account their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of the the Equality Act 2010