

Manor Park

Primary School



Equality Policy

Please read in conjunction with the Inclusion Policy

Date of Last Review: September 2022

Agreed by Governors: September 2022

Shared with all Staff: September 2022

Frequency of Review: Annual

Date of Next Review: September 2023

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Equality Policy

Overall aims of our Equality Policy

- To eliminate discrimination, harassment, and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Our approach

We seek to embed equality of access, opportunity, and outcome for all members of our school community, within all aspects of school life. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Public Sector Equality Duty

The Equality Act 2010 requires schools to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation**, and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Manor Park Primary School is an inclusive school committed to ensuring equality of provision throughout the school community. We focus on the well-being and progress of every child within an environment 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.

Our approach to equality, which is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community, is based on the following key principles:

1. All learners are of equal value.
2. Differences are recognised and respected.
3. Positive attitudes and relationships are fostered to create a shared sense of cohesion and belonging.
4. Good equality practices are maintained in staff recruitment, retention and development.
5. Reduction and removal of inequalities and barriers that already exist are paramount.
6. High expectations of all children are maintained.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics (see policy) as well as the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children

Our objectives detail how we ensure equality is applied to:

- Improving attainment and progress for all children.
- Improving attainment and progress for children who encounter disadvantage.
- Providing an environment where discrimination of any form is addressed and eliminated.
- Advancing equality of opportunity through role models, high quality curriculum, quality CPD for staff.
- Fostering good relations with parents and carers, children, governors and the community.
- Reducing behaviour that is discriminatory or oppressive in any way

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

We eliminate discrimination by:

- Adopting Positive Behaviour and Anti-bullying policies which ensures that all children feel safe at school and that any prejudicial bullying is addressed
- Reporting, responding to and monitoring all racist incidents thoroughly
- Regularly monitoring the curriculum to ensure that it meets the needs of all pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching a robust PSHE curriculum which encompasses 'No Outsiders' lessons so that all pupils can learn about difference, acceptance and tolerance.
- Ensuring teaching is of the highest quality so that children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure all children make good progress, intervening when necessary
- Ensuring all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

We foster good relations by:

- Ensuring that Manor Park Primary School is seen as a community school within our local area
- Ensuring that equality and diversity are embedded in the curriculum
- Forging strong links with the wider community to support the enrichment of our curriculum especially for PSHE and RE
- Respecting the religious beliefs and practice of all staff, pupils and parents, and aiming to comply with reasonable requests relating to religious observance and practice.

Equality Objectives

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

1. To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.
2. To raise levels of attainment in core subjects for vulnerable learners.
3. To review levels of parental and pupil engagement in learning and school life, across all the activities to ensure equity and fairness in access and engagement.
4. To promote understanding and respect for differences.
5. To create a thorough accessibility plan for pupils new to the school with a range of needs and disabilities.

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.
- 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; support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work.