

Morville School

Policy: Equality

Last Review: Spring 2016

Responsible: Sue Blackburn / Liz Townsley

Review Date: Spring 2019

'Our Christian school offers a unique rural setting that provides exceptional opportunities to promote individual learning. We nurture the development of our children's academic, physical, spiritual & emotional needs within a family and community environment.

The school's ethos is one where a positive attitude of care and understanding is promoted, where Christian values are pivotal to the life of the school and where adults and children respect faith and culture of other people. Children are always encouraged, motivated and supported to achieve the best they can in all aspects of the curriculum.

At Morville Primary School we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster....

- A high level of literacy and numeracy and an enquiring mind which wants to learn more each day;
- Independent young people who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;
- Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values;
- Pride in achievement and a desire to succeed;
- Effective links between the school, the child's home and the community which promote aspiration and high expectations;
- Equality of opportunity for all;

Our vision will be realised by:

- Creating a safe and healthy learning environment; so that every child will know that they are valued, will enjoy learning, aspire to and achieve high standards and make excellent progress.
- Providing innovative and creative cross curricular education opportunities for all learners and enabling their independence as learners.
- Developing a flexible approach to teaching and learning within school and in the community thereby ensuring a rich variety of educational experience.
- We encourage an openness of attitudes towards the community in which the school is situated and concern for the needs and opportunities of the wider world.

The implementation of this vision will be the foundation from which our children will become successful learners, confident individuals and responsible citizens of the future.

As a faith school community we welcome and will work to achieve the key aims of the **general equality duty** as stated in the Equality Act 2010:

- To eliminate unlawful discrimination, harassment and victimisation; any other conduct prohibited by the Act
- To advance equality of opportunity between people who share a protected characteristic and people who do not share it
- To foster good relations between people who share a protected characteristic and those who do not share it.

Protected characteristics

The Act states that education providers must not unlawfully discriminate against staff, pupils or students (including former students and prospective students in the case of admissions) because of their protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy, maternity
- Race (including caste)
- Religion or belief
- Sex
- Sexual orientation

All schools also have **specific duties** under the Act, to ensure that they do not discriminate against any person in relation to:

- Admission to the school
- The provision of education to pupils and access to any benefit, facility or service
- Exclusion from the school.

We will ensure that these duties are met **through the full range of school policies and practice**, covering

- Pupils' progress, attainment and assessment
- Behaviour, discipline and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Admissions and attendance
- The content of the curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities

All policies are reviewed by the governing body on a rolling programme, and equalities issues will be highlighted and addressed through this process.

We have adopted three **guiding principles** to support equality in pupils' development:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

Objectives to achieve duties under the Act have traditionally been developed through working groups and action plans in the areas of race, gender and disability equality. Objectives and actions can also be generated through the annual process of school development planning. Qualitative

and quantitative data, for example from Raise on Line, school recording systems and consultations, will be used to identify and inform objectives.

Our current objective for 2017 – 2018 is;

To narrow the attainment gap between girls and boys in mathematics.

Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Head Teacher 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. The school records all racist incidents and follows Local Authority guidance on reporting and informing any incident.

All staff are expected to deal with incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

Breaches of the policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher 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.