



MANOR FARM COMMUNITY JUNIOR SCHOOL

Equalities and Diversity Statement

Background

The equality duty requires schools to:

- **eliminate discrimination, harassment and victimisation;**
- **advance equality of opportunity;**
- **foster good relations across all characteristics.**

In addition, schools have two specific equalities duties:

- **to publish information to show how they are complying with the Equality Duty annually;**
- **to set and publish Equality Objectives by at least every four years.**

This encompasses the Equality protected characteristics regarding Disability, Gender, Race, Sexual Orientation, Religion Belief/Non-belief, Gender Re-assignment and Pregnancy and Maternity which have been enshrined in the Equality Act 2010. This policy covers discrimination by age and being married or in a civil partnership from the point of the school as an employer.

Manor Farm Community Junior School Vision:

We value achievement; knowledge gives us confidence and the ability to think with independence.

We have the opportunity to excel in all areas; new experiences broaden our horizons and give us the opportunity to be the best we can be.

We nurture a true sense of community; we know how to behave and relate to others with kindness and respect. We are proud of our school AND understand we are part of the wider world.

We “love school, love learning” and are ready for the future

Our school vision talks about how we nurture a true sense of community; this policy applies to staff, governors, pupils, parents/carers and visitors and underpins our commitment to being a community school.

We value differences and are committed to giving pupils and staff every opportunity to achieve the highest of standards. Within our ethos of achievement, we do not tolerate bullying and harassment of any kind and take steps to equip our pupils with the independence of thought to make fair and respectful choices. We actively tackle discrimination against those with a disability (disabilism), racial discrimination including discrimination based on religion or belief / non belief, sexual (orientation) harassment and discrimination, gender re-assignment, pregnancy or maternity, breastfeeding discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief / non belief or background. We are committed to ensuring that positive action is taken where necessary to redress



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the balance of inequality that may exist. Based on this our schools admissions policy is equally open to pupils of all groups.

Within the context of the school we aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage with our school community to enhance community cohesion. Our Safeguarding Policy reflects our commitment to ensuring our school is a safe place for all.

We believe that these commitments are as important in the context of our school with limited ethnic diversity as they are in a school with a diverse population (whatever the diversity).

Legislative Context

Equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity. Our Equalities and Diversity Policy (available from the school office) includes the following groups.

- Disabled persons - We follow the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness all of which are substantial.
- With regard to age our focus is on older persons (over 60) and younger people.
- With regard to race equality we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person'.
- With regard to sexual orientation we refer to the LGBT community i.e. lesbians, gay, bisexual and transgender people.
- With regard to religion we support the rights of all to practice belief/non belief equally.

Development of the School Policy

- A review of how Equality & Diversity is tackled in school was carried out by Governors/SLT; this included an audit of current practice based on the BLT model Equalities and Cohesion Action Plan and research into best practice (Statutory and non Statutory Guidance plus desk research on other schools' policies). Governor representatives carried out training specific to the role and provided input into the main areas of focus.
- A consultation process was undertaken by the school in relation to the needs and concerns of the school community (including parents, pupils, staff and governors). Data collection methods were varied (e.g. online questionnaires, Have Your Say Day drop in session, School Council meetings).

Putting Policy into Practice

The audit of current practice based on the BLT model Equalities and Cohesion Action Plan will provide the basis for our Equality Objectives (annual). These actions will sit within the school's Development Plan ensuring actions are linked to other actions the school is taking.

Governors will consider the overall strategy for the school in consultation with SLT. SLT will then develop targets and goals and feed these into the schools improvement plan. Staff will be consulted



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and give feedback on plans in staff meetings; SLT/Governors will monitor the implementation during termly visits to school.

Both the Audit and Objectives will be published on the school website (and available in the office) which demonstrate our commitment to and compliance with the Public Sector Equality Duty.

Monitoring and Reviewing

We have a rolling programme for reviewing our school policies. When policies are reviewed in future, governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy. We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific attention to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions;
- Incidents of racism, disabilism, sexual harassment and all forms of bullying;
- Parental involvement.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Impact Assessments and how this policy relates to other school policies

We ensure that the commitments embodied in our mission statement for equality apply to the full range of our policies and practices, especially those concerned with:

- Equal opportunities
- Pupils' progress attainment and assessment
- Behaviour discipline and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Induction
- Admissions and attendance
- The curriculum
- All subjects
- Teaching and learning
- Staff recruitment and retention
- Governor /staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors



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Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school.

It is a requirement of legislation that schools publish at least one annual objective in relation to equalities. Objectives should be based on analysis of our own data and included in our school improvement plan along with what actions are necessary to achieve them. Our objectives for 2016-2017 are:-

1. To monitor closely the **achievement of vulnerable pupils**, as identified in national statistics, such as pupils on free school meals; ensuring that the most vulnerable groups are provided with the best opportunities to make the progress we would expect of all pupils.
2. To work to improve **pupil's understanding of the wider world and the part they can play in it**; recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically disadvantaged groups.

Date of last review: October 2015; Date of next review: October 2018