

# Mendell Primary School



## EQUALITY INFORMATION AND OBJECTIVES



**Adopted by Governing Body: FGB June 2022**  
**To be reviewed: June 2023**

*Aspire    Challenge    Achieve*

In this respect:

- We aim to celebrate the differences in our community and ensure that our children have a RESPECT for the different local, national and global communities.
- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

**Legislative Framework** We are aware of the current legislative framework. We welcome our duty under the Education and Inspection Act 2006 to promote Community Cohesion. The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty and regulations 2011.

The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- ❑ Eliminate discrimination;
- ❑ Advance equality of opportunity;
- ❑ Foster good relations.

To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- We monitor our equality objectives regularly and report on progress towards achieving them.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age
- disability
- ethnicity
- colour or national origin
- gender, gender identity or reassignment
- marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation.

The Act does not cover socio-economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration. We acknowledge the 'intersectionality' (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant. Mendell Primary recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998. We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

## **2. The Policy**

The School's Equality Information and Objectives Policy draws together all previous equality legislation and details how we are fulfilling the requirements of the Act.

## **3. Our Ethos**

Mendell is a place where:

- Children feel safe;
- Learning is fun;

- Aspirations are high;
- Children are prepared for their future;
- All children and families are welcome;
- All efforts are acknowledged and celebrated;
- Everyone is valued and respected as an individual;
- We will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- Everyone is encouraged to be part of and contribute to the community; and
- We will encourage everyone to make healthy life choices.

#### 4. Addressing Prejudice Related Incidents

Mendell Primary is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to our governing body and also notify the Local Authority.

## 5. Objectives

In achieving compliancy with the Act, objectives are set annually. Detailed below are Mendell Primary's current set of overriding objectives.

[illegible]

## 2. Advance Equality of Opportunity Between People

[illegible]

### 3. Foster Good Relationships Between People

Objective	Success Criteria	Equality Strand (Protected Characteristics)										
		Disability	Gender	Ethnicity	Religion / Belief	Pregnancy / Maternity	Sexual Orientation	Gender Reassignment				
School Community 1 of our thress rules ‘be respectful’ Ensure that opportunities exist within our school curriculum to learn about and celebrate different cultures / ethnic backgrounds.	School has a zero-tolerance approach to prejudice attitudes. Curriculum is inclusive and diverse.	Y	Y	Y	Y	Y	Y	Y				

<b>Local Community</b> To engage with people from different backgrounds – recognise, learn about and celebrate diversity within our own community. Organise a wide range of visiting speakers / clubs / partnerships / celebration days in order that all pupils have opportunities to engage with people from different backgrounds.	Children aware of diversity in their local community. Children from different faiths and cultures know that their culture is recognised.	Y	Y	Y	Y	-	Y	Y			
<b>Communities across the UK</b> Ensure that the curriculum fosters awareness and positive attitudes to other communities and places across the UK. Address national issues as they arise to teach tolerance, critical thinking, skills and respect.	Use of picture news to teach children about current issue in the news for the UK. Children are able to respond maturely to controversial issues e.g. violent extremism.	Y	Y	Y	Y	-	Y	Y			
<b>Global Dimension</b> To learn about different countries across the world, religions, beliefs and cultures. Look into setting up links with a school in a different country to foster good relationships and lasting friendships.	Children their place within a global community. Children able to talk about our relationship with partner school in a favourable and informative way.	-	-	Y	Y	-	-	-			

Mendell Primary will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

Mendell Primary's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

## 6. Responsibility

We believe that promoting equality is the whole school's responsibility.

*How does our school eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?*

We do this by measures that include:

- for pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti-harassment policy;
- PSHE, SEAL & RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- employing specialist staff to support pupils with emotional needs, special needs or disabilities, and implementing Mendell Primary's disability access plan;
- monitoring of welfare, with intervention and support where required;
- taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

School Community	Responsibility
Mendell Primary School Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head Teacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the school's community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.

## 7. Mendell Primary School's equality objectives

While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the school has established the following objectives for the period 2017-19:

- (a) to raise attainment for boys so that the % of boys below ARE is within 5% of girls
- (b) to encourage girls to consider non-stereotyped career options
- (c) to raise progress and attainment for children who are disadvantaged
- (d) to support children looked after as this group of pupils are more likely to be subject to exclusions