



MANBY LODGE INFANT SCHOOL

Equality Policy

Last reviewed on: Spring 2019

Next date for review: Spring 2023

This school is committed to safeguarding, child protection, and promoting the welfare of children and young people and expects all members of the school and its community to demonstrably share this commitment.

Introduction

At Manby Lodge Infant School, we place the principles of equality at the heart of our school ethos and culture. We believe in equality as an essential right for our pupils in order for them to derive the maximum benefit from their education and to make the best possible progress.

This policy should be seen in the context of our other whole school policies, and in particular our Accessibility and SEND Policies. The principles of equality apply to all school policies.

Aims and Objectives

This Equality Policy promotes a consistent approach to roles, responsibilities and expectations and sets out our school's approach to promoting equality. It covers sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment. It describes roles and responsibilities in respect of equality, and the monitoring and review arrangements for this policy.

Monitoring and Evaluation

Attendance is monitored in line with the School Development Plan monitoring cycle. The implementation of this policy is monitored by the staff coordinator and by governors through the Children and Learning Committee to evaluate its implementation and effectiveness. This policy will be reviewed by staff and governors annually, or earlier if need arises. This policy will be promoted and implemented throughout the school.

Context

Manby Lodge Infant School is in a wealthy area of Surrey. It serves a large catchment area, with families choosing to travel in order for their child to be educated at Manby Lodge. The children come from a mixture

of socio-economic backgrounds, and the number of pupils on Free School Meals (9%) is lower than the National Average (13.6% January 2018). The number of pupils who speak English as an Additional Language (8%) is also lower than the National Average (21.2%, Jan 2018) although the school community represents a variety of ethnic groups.

Manby Lodge Infant School teachers both boys and girls. There are almost equal numbers of boys and girls on roll. Pupil mobility is not a large factor at Manby Lodge Infant School.

Equality – Aims and Values

Manby Lodge Infant School aims to provide equality and excellence for all in order to promote the highest possible standards.

The School's Approach to Promoting Equality

The overall objective of the Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This includes the protected characteristics identified within the Equality Act (2010) namely: sex, race, disability, religion or belief, sexual orientation, age (though not applicable in the case of pupils), pupils who are pregnant, undergoing or who have undergone gender reassignment.

As part of good practice we have also chosen to include other diversity characteristics within the scope of our Equality Policy namely: ethnic or national origin, language, marital or civil partnership status, age, responsibility for children or other dependants, trade union or political activities, social class, and where the person lives.

As a school we are committed to tackling discrimination in all our activities and spheres of influence.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents/carers and community members.

A Cohesive Community

As part of good practice our school promotes cohesion within our community including the school and its extended community, as well as the school in its geographical community, the community of Britain, and the global community.

Our school contributes to community cohesion by:

- promoting understanding and engagement between communities through our engagement with the local community
- encourage all children and families to feel part of the wider community through events and activities which broaden awareness and understanding
- ensuring that the learning, teaching and the curriculum explores and addresses issues of diversity, in particular through our teaching of the humanities and through SMSC and PHSE subjects
- tackling discrimination where observed

Roles and Responsibilities

School governors are responsible for:

- ensuring that the school complies with current equality legislation
- monitoring the implementation of this policy and its procedures to ensure that they are being consistently applied throughout the school

The head is responsible for:

- ensuring that this policy is readily available and that the governors, staff, pupils and parents/carers are aware of it
- ensuring that this policy and its procedures are followed

- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy as needed
- ensuring that all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination

All school staff are responsible for:

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- promoting equality and avoiding discrimination against anyone
- keeping up to date with the law on discrimination and taking relevant training and learning opportunities

Pupils are responsible for:

- keeping equality and diversity issues on the School Council agenda
- share input with staff on developing equality related policies. This may include:
 - developing school/class rules which promote respect and challenge discriminatory behaviour
 - the behaviour and anti-bullying policies

Parents/Carers are responsible for:

- adhering to the school policy on equality
- adhering to the Home-School policy
- raising any concerns with the school promptly and with discretion via the Head or in their absence a senior teacher

Visitors and contractors are responsible for:

- keeping aware of and adhering to our school equality policy

Named Staff Member and Governor for Equality are responsible for:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment and discrimination
- Monitoring the progress and attainment of potentially vulnerable groups of pupils
- Monitoring exclusions

The Staff Member responsible for Equality is: Miriam Morris

The Governor responsible for Equality is: Emma Bird

Monitoring, Reviewing and Assessing Impact

The Manby Lodge Infant School Equality Policy is supported by our Single Equality Scheme. The Single Equality Scheme is linked to the School Development Plan and includes targets determined by the governing body for promoting equality

The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making. The named member of staff and governor responsible for equality will monitor specific outcomes. The Head will provide regular reports to the Governing Body including progress against equality targets and future plans.