



Milverton Primary School

Equality Information and Objectives 2021 Equality and Diversity Policy 2021

Agreed by: Premises Committee
Date Agreed: June 2021
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Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

Included in this policy

- Legislation and guidance
- Roles and responsibilities
- Eliminating discrimination
- Advancing equality of opportunity
- Fostering good relations
- Equality considerations in decision-making
- Monitoring arrangements
- Links with other policies
- Equality Objectives (appendix 2)

Milverton Primary School is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation.

We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with especially our employees, pupils, young people and visitors. We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors and should be read in conjunction with the following policies:

Failure to comply with these policies and procedures may result in disciplinary action. Discriminatory treatment, bullying or harassment of staff or young people by visitors will also not be tolerated.

2. Legislation and guidance

This document meets the requirements under the following legislation:

The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination

The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

Public Sector Equality Duty

Schools have additional responsibilities through the Public Sector Equality Duty. When public authorities carry out their functions, they must have **due regard** to:

- eliminate **unlawful discrimination, harassment and victimisation**
- **advance equality of opportunity** between people who share a protected characteristic and those who don't
- foster or **encourage good relations** between people who share a protected characteristic and those who don't

Complaints and grievances

If an individual believes that they have been discriminated against, harassed or victimised, they are asked to follow our complaints or grievance procedure available on the school website.

Definitions

The Equality Act covers nine protected characteristics upon which discrimination is unlawful:

- age
- disability
- gender reassignment
- marriage and civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- gender
- sexual orientation

For further information on **types of unlawful discrimination** see Appendix 1.

Duty to make reasonable adjustments

We will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable. For further information, visit the Equality and Human Rights Commission website at: www.equalityhumanrights.com

Admissions policy

Our admissions criteria are defined under the admissions policy and are applied consistently to every young person, irrespective of any protected characteristic.

Curriculum delivery

The curriculum is crucial to tackling inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups. The principles of equality and diversity are embedded in our academic and social curriculum.

Positive and proactive steps will be taken to prevent discrimination against, or victimisation of, any young person in the provision of education or access to any benefit, facility or service including educational trips, work experience and leisure activities.

Exclusion policy

The decision to exclude a child for a fixed period or permanently is a **last resort**. Our exclusion criteria are defined in the behaviour policy and are applied consistently to every young person, irrespective of any protected characteristic.

Recruitment and selection

All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally.

We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Selections will be made on the basis of aptitude, ability and/or merit, where appropriate. Where appropriate, Milverton Primary School will endeavour to make all reasonable and effective adjustments during the recruitment and selection process. Where recruitment and selection is carried out by a third party, on behalf of Milverton Primary School, we will take all reasonable steps to ensure they adhere to the principles of this policy.

Reporting and recording incidents of discrimination and harassment

All incidents of discriminatory treatment, bullying and harassment must be reported to the Headteacher and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident). All bullying-related incidents (confirmed or otherwise), will be addressed in accordance with our Anti-Bullying Policy.

3. Roles and responsibilities

The governing board will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher

The equality link governor is Helen Love They will:

- Meet with the designated member of staff for equality annually and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The designated person / head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Meet with the equality link governor annually
- Create an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance.
- Ensure that Milverton Primary School complies with equality legislation;
- Ensure all policies, practices and procedures, associated with equality and diversity, including admissions, curriculum, recruitment and selection are implemented;
- To make effective and reasonable adjustments where appropriate to meet the individual needs of staff, young people and others who may have business with Milverton Primary School;
- Ensure that all staff are aware of and follow Milverton Primary School's policy; and receive appropriate equality and diversity training, in accordance with their roles and responsibilities;

- Take 'all reasonable steps' to prevent discrimination, harassment and victimisation from taking place;
- Take responsibility for recording, managing and analysing incidents of discrimination, harassment and victimisation in accordance with Milverton Primary School's policies, procedures and guidance.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation;
- Support and participate in any measures introduced to promote equality and diversity;
- Actively challenge discrimination and disadvantage in accordance with their responsibilities;
- Report any issues associated with equality and diversity in accordance with this policy.

An employee is **personally responsible** for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable.

Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Special educational needs (SEN) information report
- Special Educational Needs and Disability policy
- Supporting pupils with medical conditions policy
- Single Equality policy
- Anti-Bullying Policy
- Complaints Policy
- E-Safety Policy
- Health and Safety arrangements
- Behaviour Policy
- Off-Site Visits Policy
- Recruitment and Selection Policy
- Physical Intervention Policy
- Safeguarding and Child Protection Policy
- Whistle Blowing Policy

9. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be revisited in the 2017/18 school year following our survey and research activities.

It will be approved by the Governing Body and the Head teacher.

APPENDIX 1

Further information about equality and diversity

1. Types of unlawful discrimination

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).

Discrimination by association is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

Perception discrimination is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

Indirect Discrimination occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.

Discrimination arising from disability occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.

Harassment occurs when a person is subject to "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual".

Third-party harassment occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of Arc School and the harassment relates to a protected characteristic.

Victimisation occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.

Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action.

The following groups have been identified as key recipients in terms of the provision of this statement:

- Are being looked after or on the edge of Care
- Have Special Educational Needs / Learning Difficulties and Disabilities
- Are excluded or at risk of exclusion from school
- Are from an ethnic group, including those from Gypsy, Roma, Traveller background
- Have English as an additional language
- Are missing in education
- Have ill health, including hospitalisation, affecting attendance at school
- Not in Education, Employment or Training (NEET)
- Have drug or alcohol abuse
- Are school age / teenage parents
- Are young carers
- Offending or at risk of offending
- Have mental health issues
- Are in receipt of free school meals
- Live in areas of deprivation
- Gifted and talented
- Are gender questioning or going through transition
- Are Lesbian, Gay or Bisexual

APPENDIX 2

Equality objectives

The school will identify two initial objectives following our single Equity Policy Survey

No specific areas were identified as area for improvement

Objective 1

Why we have chosen this objective: The rising population of children and families from different cultures and faiths

To achieve this objective we plan to:

Progress we are making towards this objective:



Letter to parents/carers to accompany questionnaire

Milverton Primary School

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Dear Parents,

We here at Milverton aim to be an inclusive school enabling every pupil to be actively involved in all school activities and our curriculum. We would like to ask for your help in gathering information. You will find a thought provoking questionnaire attached to this letter and we would appreciate your help by spending a few moments to consider the statements and questions it contains and then giving us your honest response.

As part of the legislation which the Disability Discrimination Act and The Equality Act 2010, Specific Duties Regulations 2011 has brought into effect, schools are required to carry out an audit of their provision in relation to the pupils and families they serve who have learning difficulties, disabilities and may face inequality.

The results of our audit will then help us to develop an accessibility plan and equality scheme which will be of benefit to all families now and in the future.

At Milverton Primary School we always strive to provide access to the wider experiences of school life and with your help we seek to enhance the time pupils and families spend with us.

Your views, in relation to the service you received or are receiving, will help us develop a plan which is both equitable, accessible and effective.

Once you have completed the questionnaire please return it to your child's class teacher here at school or to the school office.

Thank you for your support in this matter – your views and opinions are important to us.

Yours faithfully,

Mr M Fisher
Headteacher

Milverton Primary School Parent / Carer Questionnaire RE Accessibility Plan and Equality and Diversity scheme

As part of our aim to be a school which demonstrates equality and diversity at its core for all our school community, we are asking you, as parents and members of our community, if you can see the need for change to improve our provision.

Our aim is that all groups feel an equality of service received, although to reach this point we see the necessity for a different perspective or viewpoint, so I hope you will be able to help, especially to confirm we are meeting your needs.

Please indicate if you belong to any of the following groupings in our society I so we can identify if there are specific needs in any of the wide and varied groupings in our School community where we can improve.

We have tried to include an indication of all groups who may have specific needs our provision as a school. We understand this list is not exhaustive so please include additional groups you feel should be included .

I would consider my child is a member of the following group Please tick		I/We would consider ourselves as parents as a member of the following group Please tick	
Special educational needs		Special educational needs	
Learning Difficulties		Learning Difficulties	
Physical impairment or disability		Physical impairment or disability	
Hearing impaired		Hearing impaired	
Visually Impaired		Visually Impaired	
Ethnic Minority		Ethnic Minority	
Gypsy, Roma, Traveller		Gypsy, Roma, Traveller	
English as an additional language		English as an additional language	
Young Carers		Young Carers	
Mental Health Issues		Mental Health Issues	
Lesbian, Gay or Bisexual		Lesbian, Gay or Bisexual	
Transgender		Transgender	
Split family homes		Young Parents	
		Old Parents	
		Split family homes	
Religious Belief please include in this box		Religious Belief please include in this box	
Other specific group you feel not included		Other specific group you feel not included	

Sheet 1 refers to children and families with special educational needs considerations

Sheet 2 refers to all families

SHEET 1

The Disability Discrimination Act 1995 (DDA) requires schools to have both an equality scheme and an accessibility plan to improve access to education for its disabled pupils. If such a plan is to be effective it is crucial to consult with both the parents of pupils who have a disability and, where appropriate, the pupils themselves. With this in mind we would ask you to spend a little time to read the following definition and then respond to the questions.

The DDA defines a disabled person as someone who: has **'a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'** The definition covers a much larger group of children than most people think and may be the equivalent of 7% of all children.

In order to understand this definition more clearly the following explanation of the terms may be helpful:

- **'physical impairment'** includes sensory impairments;
- **'mental impairment'** includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- **'substantial'** means more than minor or trivial; and
- **'long-term'** is defined as twelve months or more.

When considering this definition of disability within the Act, do you consider your child to be disabled?	Yes	No
Has the definition caused you to change your understanding of disability?	Yes	No
Do you feel the school has recognised your child's disability / learning difficulty?	Yes	No
Do you feel the school has responded sensitively to your son or daughter's needs?	Yes	No
Comments:		
Do you feel that the nature of your son or daughter's disability/learning difficulty has caused him or her to be excluded from any aspect of school life?	Yes	No
Comments:		
Is there any way in which the school could improve its response to your son or daughter's needs?	Yes	No
Comments:		
Are lines of communication between home and school sufficient for your needs and those of your son or daughter?	Yes	No
Comments:		

SHEET 2

Are there any elements to our school provision that you feel need reasonable adjustment to meet the needs of a group that may be unfairly or unreasonably challenged to make their school experience better?

	Comments Ideas
School buildings	
School site	
Whole school family events	
Communication from school	
Provision in school	
Terminology	

Name of pupil (optional) _____ Age _____

Date _____

Thank you for taking time to complete this questionnaire

