



Federation of Minster and Monkton Church of England Primary Schools



Equality Policy

Lead Person: Paul McCarthy

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Signatures:

Chair of Governors

Executive Headteacher



The Federation of Minster and Monkton Church of England Primary Schools



Our Joint Christian Values for the Federation

For the Federation process we have drawn on the story of the Road to Emmaus (Luke 24: 13-35). In this story, two disciples are journeying together talking about recent events. Someone, they later recognise to be Jesus, joins them and joins in the conversation reshaping what they know. When they eventually recognise who it is, the risen Jesus disappears; they return transformed to tell their story.

This story reflects the journey that the two schools have been walking together in recent times and how, through the process of Federation, the journey ahead will be one of transformation and growth.

Three values from this story are central to the Federation process for our two schools:

- Recognition - what are we seeing
- Communication - what are we saying
- Transformation - how can we change and grow

These three values will underpin the process towards Federation and the continued working together of the two schools.

Our Key Principles are:

- All children deserve the best opportunity to succeed and develop as a whole child
- We are committed to ensuring the wellbeing of all children and staff and providing an environment where each child is nurtured
- Children will grow and develop in a Christian setting, developing their individual spirituality
- We will celebrate the diversity and uniqueness of each individual's skills and abilities
- To ensure the highest standards and best possible educational experience for all our children
- Providing a learning climate and culture that is fun and full of challenge, promoting independence, resilience, engagement and high aspirations
- Passionate and effective leadership, supported by great teaching is the key to the continuous drive in raising standards to be the best we can be
- Continuous professional development is a vital part of improving our school and we believe the most effective form of this is learned from the sharing of good practice and working in partnership with others, both in school and with other schools

Both schools have Christian Foundations that underpin everything we do, and every policy is written with these in mind:

Minster Christian Foundations	Monkton Christian Foundations
Creation	Trust
Justice	Friendship
Love	Compassion
Forgiveness	Forgiveness
Peace	Justice

This Equality Policy clearly reflects the Federation values of:

Recognition / Communication / Transformation by how we are in both schools every day. We expect everyone in our school community to be recognised and listened to, whether they are a child or adult. We endeavour to have excellent lines of communication about all things, regardless of the direction of travel. This can be a sensitive area in school, with people feeling deeply about fairness and equality, however we expect everyone to treat all people in this way, regardless of the subject area.

We assure that our children (and any adult) who feel they are suffering in any way are recognised, listened to and offered support. We develop the emotional and physical development of children and recognise the importance of positive relationships for all.

The policy also directly links to many of each school's individual Christian Foundations when emphasising the importance of both personal development and also development in relation to the wider community mirroring the relationship of the Holy Trinity (three persons / one God).

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1. 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

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](#).

3. Roles and responsibilities

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published on each school's website and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every three years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Executive Headteacher (EHT) and the Head of School (HOS).

The equality link governor pair (High Expectations for All Team) will:

- Meet with the designated member of staff for equality every seasonal term, and other relevant staff members (SEND), to discuss any issues and how these are being addressed. At Minster this is RN and at Monkton it is KW.
- 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 Body regarding any issues

The EHT/HOS will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff (Inclusion Leader) for equality will:

- Support the EHT/HOS in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the 'High Expectations for All' governor pair every seasonal term to discuss this aspect
- Support the EHT/HOS in identifying any staff training needs, and deliver training as necessary

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

4. Eliminating discrimination

The schools are aware of their 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, as appropriate, for example during meetings where this affects the subject matter. 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 reminder every year (September Development Day).

The schools have a designated member of staff for monitoring equality issues (RN and KW), and an equality link governor pair. 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 schools aim 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 schools will:

- Analyse attainment data each academic year, tracking how pupils with different characteristics are performing. This will enable each school to analyse data to determine strengths and areas for improvement, which can be built into the school development plan and shared with the Governing Body
- Make evidence available to the FGB if it has identified improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

6. Fostering good relations

The schools aim 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, Character Education, and Relationships and Health 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 Collective Worship dealing with relevant issues. Pupils will be encouraged to take a lead in such Collective Worship and we will also invite external speakers to contribute, where appropriate.

- Working with our local community. This includes inviting members of the local community into school to speak to our children, 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 schools ensure they have due regard to equality considerations whenever significant decisions are made. The schools always consider the impact of significant decisions on particular groups. For example:

- When any school policy is written or reviewed
- When we invite visitors to our school or external agencies
- Through our curriculum planning
- Speciality themed and focussed events eg: science week
- When any in school activity is being planned
- 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. Equality objectives

Our Equality Objectives are:

Objective 1

To improve the achievement of children from low income and disadvantaged families (known as PP-Pupil Premium) and narrow the attainment gap.

- Track through PP Matrix of Needs
- Monitor progress during conversations in Data Discussion / Pupil Progress Meetings
- Plan Quality First Teaching for all
- Enrich the curriculum with first hand experiences/visitors/visits
- Pre-teach vocabulary and key concepts in order to access lessons
- Plan and use interventions and support where necessary

Objective 2

To promote the understanding of, and respect for, differences. Differences in our children, staff and parent/carer body. Along with those in the wider community including all disabilities.

- Healthy Relationships education be woven through our curriculum as a golden thread of tolerance, understanding and empathy
- Staff, parents and carers to promote understanding and respect for those who have disabilities or differences in our school community
- Relationships to be supported through our Relationships and Health Curriculum (HeartSmart) and RSE/H policy
- Provide children with a wide variety of positive influences to reflect the wider world. For example different cultures, ethnicities, gender etc.
- Tolerance and understanding monitored and promoted through our anti bullying policy and anti-bullying week
- Any incidents monitored and recorded in the Prejudice Related Incident Log

Objective 3

To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities including Character Education, with particular reference to issues of equality and diversity.

- Plan for Character Education opportunities within and throughout the curriculum
- Encourage pupils to develop and carry out acts of Social Action
- Use Collective Worship/RE to reflect upon, develop and consider our own Spiritual and moral thoughts and ideas

Objective 4

To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.

- Include opportunities at all times to examine, promote and celebrate equality and diversity for all
- Choose texts and topics that represent the diversity of our society, both people and places
- Promote understanding, empathy and acceptance amongst the school community including parent/carers. Always having those conversations that challenge stereotypes and build a strong and diverse community
- Study, value and celebrate the achievements of accredited high profile writers, artists, activists and innovators from all backgrounds, cultures and ethnicities

Objective 5

To ensure equity and fairness in access and engagement by actively promoting and developing parent/carer partnerships and engagement in all aspects of school life. So that no child is left disadvantaged by a lack of parental/carer support, confidence and guidance.

- Parent workshops and information sessions
- Clear guidance on how to work with their child/children and how best to support them
- To make available a range of resources and materials, both online and take away that enable parent/carers to aid their child in their learning
- To give access to the school library to both parent/carers and children to raise the value of reading and provide good quality books to share at home

9. Monitoring arrangements

The Governing Body will update the equality information we publish on the website for each school. This document will be reviewed by the FGB at least every 3 years. This document will be approved by the FGB.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND
- Risk assessments - various