



MANLEY PARK
PRIMARY SCHOOL
G R O W I N G T O G E T H E R

Equality Policy and Objectives

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Our School Vision

Together, we are committed to all learners being inspired to achieve academic success. We provide learning experiences that are relevant, motivational and challenging. Our curriculum and collaborative learning approaches nurture personal growth. Pupils become socially responsible citizens of our community and the world.

Our Equality Vision

At Manley Park, we all belong. This means we provide a school environment where everyone feels welcome, included and celebrated for who they are.

Legal Framework

The legal and local framework for this policy is:

The Equality Act 2010

The Education and Inspections Act 2006

The Duty to Promote Community Cohesion Act 2006

The Children Act 2004

Context

The Equality Act gives us a framework to help us to:

- value diversity
- tackle discrimination
- promote equality.

This fosters good relationships between people.

This policy aims to promote our values and commitment to equality.

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. The protected characteristics are:

- Age
- Gender reassignment
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Disability
- Race including colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual orientation

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics to support monitoring and development.

Our approach to equality is based on the following key principles:

- We are all equally valued in our community
- We have the highest expectations of each other
- We recognise, respect and celebrate difference
- We foster positive attitudes and relationships
- We have a shared sense of belonging
- We observe good inclusion practice in staff recruitment, retention and development
- We identify, reduce and remove inequalities and barriers that already exist

We aim to:

- inspire all our children to have ambition for themselves and their community
- close the gaps in attainment and achievement between all groups of pupils
- make sure that our curriculum progressively represents the protected characteristics
- make sure that we celebrate the achievements of people who reflect the diversity of our community in our school
- eradicate the use of discriminative language
- attract, use and keep diverse people on our staff team
- promote our values and commitment to equality
- ensure our recruitment is inclusive
- provide an ethos that gives all families a voice and sense of equity in the school

How

We eliminate discrimination by:

- Using our behaviour policy to make sure that all children feel safe at school. We use this policy to address prejudicial bullying
- Reporting, responding to and monitoring all discriminatory incidents
- monitoring the curriculum. This makes sure that it meets the needs of our pupils by promoting respect for diversity. It also challenges negative stereotyping
- Ensuring that teaching is of the highest quality. This makes sure that children reach their potential and that all pupils are entitled to success
- tracking pupil progress so that all children make good progress. We will intervene when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals. We work to identify the barriers and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times
- Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

- Ensuring that Manley Park Primary School is seen as a community school within our local area
 - Ensuring that equality and diversity are embedded in the curriculum and in collective worship
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Who

Accountability throughout the organisation

The Governing Body will:

- take reasonable steps to ensure that the school complies with the Equality Duty and meets the two specific duties for schools. These are:
 - i) to publish information every year to show how they are complying with the Equality Duty
 - ii) to prepare and publish one or more specific and measurable equality objectives at least every 3 years to support and guide the school
- have due regard for equality in all its functions
- ensure that the school monitors its policy, procedure, and strategies
- ensure that appropriate impact assessments informing future plans
- follow the Admissions Policy
- follow equal opportunities in staff recruitment, professional development and Governing Board membership
- Provide effective scrutiny to make sure that our school is inclusive and responsive to all our pupils needs
- Provide effective scrutiny to make sure that our recruitment practice is inclusive. We will not discriminate against people with protected characteristics when they apply for jobs at our school

The Headteacher will:

- implement the Equality Policy and its strategies and procedures
- ensure that all staff receive appropriate and relevant continuous professional development
- challenge and take appropriate action in any cases of discriminatory practice
- Use school policy to deal with any reported incidents of harassment or bullying
- ensure that all visitors and contractors are aware of, and follow, the school's Equality Policy
- publish and measure equality information and specific and measurable equality objectives every year
- ensure that the school continues to collect and publish data related to the protected characteristics. Analyse this to determine how well we are delivering our equality objectives. Report to governors on: a) Admissions b) Attendance c) Exclusions d) Prejudice related incidents

Staff will:

- be vigilant in all areas of the school for any type of harassment and bullying
- deal with all incidents from overt name-calling to more subtle forms of victimisation
- identify and challenge bias and stereotyping in the curriculum and the school's culture
- promote equality. Not discriminate on grounds of any protected characteristic under the Equality Act 2010
- promote an inclusive curriculum and whole school ethos which reflects our diverse society
- ensure the curriculum does not subject individual pupils to discrimination
- keep up to date with equality legislation, development and issues. Attend relevant training and accessing information from appropriate sources

All pupils will:

- support the school's equality ethos
- share concerns or issues with a member of staff
- contribute to classroom climates which challenge discriminatory behaviours

All families will:

- support the school's equality ethos
- share concerns or issues with senior staff

The ways we measure, monitor and review our success:

- staff well-being surveys, exit interviews, recruitment data monitoring
- parent and community voice
- pupil voice, pupil outcomes, and behaviour logs
- track individuals and groups of children. Identify and close any gap in attainment and inclusion in the school community
- report to the governing body

Our Equality Objectives

- 1. Our staff:** we attract, employ and retain diverse people
- 2. Our children:** we inspire all our children to have ambition for themselves and their community
- 3. Our families:** we provide an ethos that gives all families a voice and sense of equity in the school

Achieving our objectives:

Our School Development Plan (SDP) aligns the organisation's actions with its development goals. The plan details our whole school intended outcomes for 2025. Progress on the SDP is reported to and monitored by the Governing Body.

ANNUAL REVIEW OF PROGRESS

Equality Objectives 2022-23
Manley Park: We all belong.

We provide a school environment where everyone feels welcome, included and celebrated for who they are

Objective 1	Our staff: we attract, employ and retain diverse people
To achieve this we plan to	<p>We will implement systems to monitor the well-being of all staff members alongside equality data</p> <p>We will review staff recruitment practices and make sure they are accessible and inclusive</p> <p>We will reflect the ways in which we are an inclusive school to work in on the website</p> <p>We will include reflections on inclusion, access and protected characteristics in exit interviews</p>
What success will look like	<p>We will be able to evidence the ways in which we ensure all team members feel valued, included and supported.</p> <p>Recruitment data will show that we attract applications from people with protected characteristics</p> <p>We will have positive feedback about inclusive recruitment and retention through exit interviews</p>
Annual review	<p>Recruitment data</p> <p>Staff and prospective employee voice</p>
Objective 2	Our children: we inspire all our children to have ambition for themselves and their community
To achieve this, we plan to	<p>We will make sure that all teachers have the knowledge and tools to adapt the curriculum so that all pupils meet their expected target</p> <p>Our EAL lead will create and run an induction programme for our students and teachers. We will provide targeted interventions to support early English acquisition for those that need it.</p> <p>We will gather data to show which pupils who engage in key leadership roles. We will identify gaps and barriers to inclusion for pupils with protected characteristics</p> <p>We will identify pupil centred adjustments and opportunities to support regular attendance</p> <p>Identify barriers to engagement with extra curricular enrichment programme</p>
What success will look like	<ul style="list-style-type: none"> • Pupils with protected characteristics are positively represented in pupil leadership roles

	<ul style="list-style-type: none"> • Attainment data demonstrates that we have recognised gaps and addressed them • International new arrivals are able to engage positively in school. They can share how the induction program has supported them.
Annual review	<ul style="list-style-type: none"> • Behaviour log • Pupil Voice • Attainment Data • Progress against SDP objectives • Parent voice
Objective 3	Our families: we provide an ethos that gives all families a voice and sense of equity in the school
To achieve this we plan to	<p>We will</p> <ul style="list-style-type: none"> • Develop communication systems that reach all families. • Create clear / transparent systems for families to feedback on school practice. • Create clear / transparent systems to deal with concerns effectively. • Establish systems to monitor effective communication • Develop sustainable systems to communicate curriculum content effectively to all year groups. • Establish an annual programme of curriculum focused family support. • Have processes that ensure programs and practices consider cultural, religious and socio-economic differences. • Map and provide open evenings, stay and play, and learning together opportunities within the school calendar • Develop a programme of support for families of EAL children
What success will look like	<ul style="list-style-type: none"> • All families are well informed and feel that communication is accessible. • Families who engage in consultation about school practice will represent the school demographic • We will act on Feedback from families through a 'You said, we did' approach • Established feedback loops between school and families
Annual review	<ul style="list-style-type: none"> • Parent voice • Data on parent voice demographics • Communication strategy and policy

Appendix A

Data (census October 2021)

Race/Ethnicity %

Any other Asian background - 6.9%
Any other Black background - 0.5%
Any other ethnic group - 2.5%
Any other mixed background - 2.6%
Any other Pakistani background - 32.1%
Any other White background - 3.3%
Arab - 5%
Bangladeshi - 0.2%
Black - African - 0.2%
Black Caribbean - 0.7%
Black Somali - 0.7%
Chinese - 1.2%
Indian - 1%
Refused - 1.4%
White - British - 36.7%
White - Irish - 0.7%
White and Asian - 2.1%
White and Black African - 1%
White and Black Caribbean - 1.2%

Gender: 48.8% male, 51.2% female

Pupils eligible for Free School Meals (FSM): 14.8 %

Pupils eligible for Pupil Premium Funding – Disadvantage group: 15.6%

Pupils with Special Educational Needs and Disabilities (SEND): 10.7 %

Pupils with English as an Additional Language (EAL): 33.80 %

Young carers: 0%

Looked after children: 0.5%