



# Morton CE Primary School

## Equality Information and Objectives 2021 – 2023

**Policy Co-ordinator:** Executive Headteacher/Head of School  
**Policy Dated:** September 2022  
**Date Reviewed:** September 2022  
**Presented to Academy Committee:**  
**Review Cycle:** Annually

**Hand in Hand, Together we can...Respect, Achieve, Enjoy, Believe**

***“And so encourage one another and help one another, just as you are now doing.” 1  
Thessalonians 5.11***

**Single Equality Strategy**

Place a tick to identify which strategy duty/equality legislation the planned action is meeting (R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief, CC = Community Cohesion)							Proposed Action	Success Criteria	Timescale to implement/ review/monitor	To be actioned by	Resources	Monitored by
R	D	G	S O	A	R/ B	C C						
✓							Improve reporting of racist incidents	Annual Report to Academy Committee	Annually	Executive Headteacher/Head of School	N/A	Academy Committee
✓	✓						Improve arrangements for sharing of disabled access with parents	Pupil Specific	Termly	SENCO	N/A	Executive Headteacher/Head of School
✓	✓	✓	✓	✓	✓	✓	All staff aware of Single Equity Scheme and raised awareness of Responsibilities	Item on staff meeting agenda	Weekly	All Staff	N/A	Executive Headteacher/Head of School
✓	✓	✓	✓	✓	✓	✓	School Council to have input on all areas of Equality Plan	School Council to report back	Annually	School Council leader	N/A	Executive Headteacher/Head of School
✓	✓	✓		✓	✓		Establish profile of job applicants to identify if any positive action is required to attract under-represented groups	Revised application profiling	Annually	Academy Committee	N/A	Academy Committee
	✓	✓	✓	✓	✓		Improve reporting of other (non racial) incidents which contravene the equality policy	Annual report to Academy Committee	Annually	Executive Headteacher/Head of School	N/A	Academy Committee

## **What is the Single Equality Scheme and Action Plan?**

The School's Single Equality Scheme (SES) and Action Plan covers a three-year period from 2021 to 2023. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school including parents. It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities arising out of the public sector duties in an inclusive way. We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and Action Plan. This will be reviewed by our Governing Body and will cover activity undertaken in relation to the six equality strands and the promotion of community cohesion.

## **Policy Statement**

1. The School acknowledges and welcomes diversity amongst pupils, staff and visitors.
2. The School does not discriminate against anyone, be they staff or pupils, on the grounds of their sex, race, age, colour, religion or belief, nationality, ethnic, national origins, physical or mental abilities, sexual orientation, gender reassignment, pregnancy or maternity.
3. The School promotes the principles of fairness and justice for all through the education that is provided in our School.
4. The School ensures that all students have equal access to the full range of educational opportunities provided by the School.
5. The School is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities.
6. The School respects the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice.
7. The School ensures that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to fulfil their potential.
8. The School will make reasonable adjustments, when required to, in order to: increase access to the curriculum; improve access to the School building; and improve the delivery of information.

## **Meeting our Duties**

Under the Equality Act 2010, the school has a Public Sector Equality Duty ( PSED) that extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment – to show due regard to the need to:

- 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,
- Foster good relations across all characteristics – between people who share a protected characteristic and those who do not share it.

## **Racial Equality**

The general duty to promote racial equality means that the School must show due regard to:

1. Eliminate unlawful racial discrimination
2. Promoting equality of opportunity
3. Promoting good relations between people of different racial groups.

### Dealing with racist incidents

All racist incidents are recorded on the school racist incident sheet and a copy given to the Executive Headteacher/Head of School. The Executive Headteacher/Head of School records this on the school's record and also inform Trust and Academy Committee. Staff deal with the incident in line with the School Behavioural Policy and the Executive Headteacher/Head of School is involved where appropriate.

## **Disability Equality**

The general duty to promote disability equality means that the School must show due regard to:

1. Promoting equality of opportunity between disabled people and other people
2. Eliminating unlawful discrimination
3. Eliminating disability related harassment
4. Promoting positive attitudes towards disabled people
5. Encouraging participation by disabled people in public life
6. Taking steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

## **Accessibility**

Specific disability legislation exists with regard to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

The School must ensure that disabled pupils do not receive less favourable treatment and to do this the School has a duty to make reasonable adjustments.

## **Gender Equality**

The general duty to promote gender equality means that the School must show due regard to:

1. Eliminating unlawful discrimination and harassment and
2. Promoting equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap.

## **Transgender**

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school respects the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

## **Community Cohesion**

The School also has a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socioeconomic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan in order to facilitate the monitoring of our progress and performance in terms of meeting our objectives.

Strand 1 – Teaching, learning and the curriculum – with emphasis across the curriculum on the ‘promotion of common values and valuing diversity’, promoting of awareness of human rights and the responsibility to uphold and defend them, developing skills of participation and responsible actions

Strand 2 – Equity and excellence – equality for all to succeed, removing barriers to access, eliminating variations in outcomes for different groups

Strand 3 – Engagement and extended services – enabling the means for children and families to interact with people from different backgrounds and to build positive relations and links with different schools and communities – locally and more widely.

We recognize that our school has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds. We understand that there are different types of schools in different communities and will promote the interaction of our pupils with those in other schools. We understand that we already have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups.

### **Age, Sexual Orientation, Religion and Belief**

The School must ensure that we do not discriminate on these grounds. This Scheme Sets out our priorities and proposed actions to eliminate discrimination and harassment for these equality areas.