



**THE MOUNTBATTEN SCHOOL**

## **School Improvement Committee**

**A Whole School Equality Policy**

**October 2024**

**Last Review: December 2023**

**Review Date: December 2027**

This policy provides guidance on meeting the equality legislation, and has been developed in conjunction with the Ofsted inspection framework and guidance from the Department of Education.

This policy covers all aspects of equality and meets the requirements for a race equality, disability equality scheme and gender equality scheme.

## **Introduction**

The Mountbatten School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## **Our approach to equality**

Our approach to equality is based on the following 7 key principles:

- 1. All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- 2. We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. **We have the highest expectations of all our young people.** We expect that all students can make good progress and achieve their highest potential.
7. **We work to raise standards for all students, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.

### **Purpose of the policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against students or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to students.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties: The Public Sector Equality Duty or “general duty”.

This requires all public organisations, including schools to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between different groups;
- foster good relations between different groups.

### **Two ‘Specific Duties’**

This requires all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

**Appendix 1** is a checklist of key equality considerations

**Appendix 2** shows the school’s Equality Objectives for 2024-2027 in an Equality Action Plan

## **Development of the Policy**

When developing the policy, we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

## **What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of equality issues in relation to admissions and suspensions; the way we provide education for our students and the way we provide access for students to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled students – designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school. We make a record of each specific equality consideration in the relevant forum.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

## **Behaviour, Suspensions and Attendance**

The school's Behaviour Policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on suspensions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

## **Addressing prejudice and prejudice-based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs;

- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum;
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

New staff are given guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the Board of Trustees in the Headteacher's Report about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data and take appropriate action to reduce incidents.

### **What we are doing to advance equality of opportunity between different groups**

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our student admissions and transition meetings
- We collect data and monitor progress and outcomes of different groups of students and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills
- We collect and analyse data:
  - on the school population by gender and ethnicity
  - on the group of students identified as having a special educational need and/or disability and by their principal need or disability
  - by year group in terms of ethnicity, gender and English as an Additional Language (EAL)
  - on inequalities of outcome and participation related to ethnicity, gender, disability and proficiency in English
- We analyse standards reached by different groups at the end of each key stage:
  - White British FSM and non-FSM
  - Non-white British
  - Free School Meals
  - EAL
  - All SEN
  - SEN School Action and SEN EHCP
  - Looked after Children
- We also collect, analyse and use data in relation to attendance and suspensions of different groups. This data can be found in the Biannual Report to Trustees.
- We are aware that the legislation relates mainly to current but also to future students: we will, for example, be sufficiently prepared if a visually impaired, hearing impaired or Gypsy Roma Traveller student joins our school
- We avoid language that runs the risk of placing a ceiling on any students' achievement or that seeks to define their potential as learners
- We use a range of teaching strategies that ensures we meet the needs of all students

- We provide support to students at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:
  - disabled and non-disabled people
  - people of different ethnic, cultural and religious backgrounds
  - all genders
- We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary
- We also review our Accessibility Plan designed to: increase the extent to which students with disability can participate in the curriculum; improve the physical environment; and, improve the availability of accessible information to disabled students.

### **Positive Action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

### **What we are doing to foster good relations**

- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our students
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through the RSHE curriculum and across the wider curriculum
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures
- We include the contribution of different cultures to world history and those which promote positive images of people
- We provide opportunities for students to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events.

## Other ways we address equality issues

- We maintain records of all training relating to Equalities
- We keep minutes of meetings where equality issues are discussed
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our students.
- The implications for equalities of new policies and practices are considered before they are introduced

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual Parent Questionnaire, Parents' Evenings, stakeholder surveys, and Trustee's interactions with parents;
- secure and analyse responses from staff surveys, staff meetings and training events;
- review feedback and responses from the children and groups of children from the student voice interviews, school House Council, RSHE lessons, whole school surveys on children's attitudes to self and school;
- analyse issues raised in Annual Reviews, Personalised Education Plans (for Looked After Children) or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- ensure that we secure responses and feedback at The Board of Trustee meetings and from other Trustee committees.

## Publishing Equality Objectives (see Equality Action Plan/Mountbatten Improvement Plan)

The objectives that we identify represent our school's priorities and are the outcome of a careful review and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. The data we analyse on student progress informs our discussions about the Equality Objectives.

Our Equality Objectives for 2024-2027 are:

1. Our equality objective is to seek to ensure that every student achieves their potential irrespective of their gender, ethnicity, disability, religion or social background. We aim to accomplish this through our established procedures for monitoring progress and mentoring students where a need has been identified.
2. To seek to ensure all staff and students are treated equitably regardless of age, disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status.

3. To offer a fully transparent process for recruitment and to ensure that all backgrounds are treated equitably throughout each stage of the process.
4. To continue to reduce the attainment and progress gap between protected groups, disadvantaged and non-disadvantaged student groups. Offering appropriate and focussed intervention to support them throughout each stage of their schooling. We focus on every student performing to the best of their ability and provide equal opportunity to do so.

These objectives form an integral part of the Mountbatten Improvement Plan which shows how we will achieve our objectives.

### **Monitoring and reviewing objectives**

We will review and update our equality objectives every three years and report annually to the Board of Trustees on progress towards achieving them. We involve and consult staff, students, trustees and parents and carers.

### **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### **Board of Trustees**

The Board of Trustees is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the Board of Trustees has a watching brief regarding the implementation of this policy.

Every Trustee committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, suspensions, personnel issues and the school environment. Trustees review the Equality Policy every three years and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

### **Headteacher and Senior Leadership Team**

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.



Each member of the Senior Leadership Team has a day-to-day responsibility for coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

### **Teaching and Support Staff**

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom;
- challenge prejudice and discrimination;
- deal fairly and professionally with any prejudice-related incidents that may occur;
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability;
- maintain the highest expectations of success for all students;
- support different groups of students in their class through adaptive teaching, especially for those who may (sometimes temporarily) find aspects of academic learning difficult;
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will revisit the principal expectations and duties of the Equality Act at a whole staff meeting as and when appropriate.

### **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

### **Key contacts**

Staff responsible for equalities: All members of the Senior Leadership Team  
Lead Trustee: \_\_\_\_\_ (Chair of Human Resources)

### **Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce

- We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Monitoring and Reviewing the policy**

We review the information about equalities in the policy every three years and make adjustments as appropriate.

### **Disseminating the policy**

This Equality Policy along with the Equality Objectives is available:

- on the school website
- as paper copies in the school office
- as part of induction for new staff

We ensure that the whole school community knows about the policy, objectives and data through assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

Signed: Paul Urben

Chair of Trustees

Signed: Chris Cox

Interim Headteacher

Date: 14.10.24

## APPENDIX ONE

### Check list for school staff and governors:

- The school collects information on race, disability and gender with regards to both students and staff, e.g. student achievement, attendance, suspensions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, students and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses student achievement in terms of progress and standards for different groups and takes action where trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all students to understand and celebrate diversity and difference
- All groups of students are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school House Council
- The school monitors bullying and harassment of students in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies. The school takes part in annual events such as European Day of Languages, Children in Need to raise awareness of issues around race, disability and gender
- The school environment is increasingly accessible to students, staff and visitors to the school – including the acoustic environment
- Open Evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, students and staff are considered in the publishing and sending out of information

The Board of Trustees is increasingly representative of the community it serves. Procedures for the election of parent trustees are open to candidates and voters who are disabled.

**APPENDIX TWO**

**EQUALITY ACTION PLAN - 2024-2027**

*Equal Opportunities is included in each SLT member's roles and responsibilities*

<b>OUTCOME</b>	<b>ACTION</b>	<b>RESPONSIBLE</b>	<b>TIMEFRAME</b>
All policies to be reviewed with the Disability Equality Scheme in mind.	Policies are reviewed on a regular basis, this may be after one, two or three years dependent on the policy in question.	Person indicated on each policy.	On-going
Staff awareness of what the DDA requires of them.	Appropriate training for all staff on site as appropriate.	SLT	On-going
Report and monitor incidents of harassment or discrimination of disabled people.	Work within current HCC systems to monitor situation	SLT	On-going
Equality objectives are considered in the Mountbatten Improvement Plan so that it is a constant focus for staff.	As and when these documents are reviewed	SLT	Annually since September 2007
The Disability Equality Scheme is embedded in the ethos of the school and regularly reviewed.	Policies are reviewed on a regular basis with the Disability Equality Scheme in mind. Any relevant information about Disability and Accessibility which affects the school to be raised and discussed in Trustee Committee Meetings where appropriate	CMN, CFR, Heads of Year and SENCo	Annually since September 007
County Guidelines are read, understood and implemented as appropriate	Part of job description of SENCO	SENCO	On-going since December 2007