

# Meadlands Primary School



## Equalities Policy

Status	Non-Statutory
Review cycle	Annually
Date written/last reviewed	September 2025
Date of next review	September 2026
Name of Headteacher	Jo Wreford
Name of Chair of Governors	Christina Powell / Melissa Shaw
Published on website	Yes

## The Legislation

The Equality Act 2010, the bulk of which took effect from 1<sup>st</sup> October 2012 replaces and consolidates previous anti-discrimination legislation, including the Sex Discrimination Act 1975 and the Race Relations Act 1976, with a single Act. The 2010 Act introduces the changes that the school needs to take account of. The Act introduced a single Public Sector Equality Duty (PSED), sometimes referred to as the general duty that applies to schools and all public bodies. The combined equality duty came into effect in April 2011. Therefore, in common with all public bodies, Meadlands Primary School will have 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.

In practise, due regard means that the Governing Body, Headteacher and the Senior Leadership Team will:

- Be aware of the duty to have due regard when making decisions or taking action and will assess whether it may have implications for people with particular protected characteristics
- Consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought and they will keep them under review on a continuing basis
- Integrate PSED into the implementation of all the schools functions and ensure that the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind. It will never be a question of ticking boxes or just following a particular process

It is unlawful to discriminate in the following areas, termed Protected Characteristics:

- Age
- Disability
- Sex
- Gender reassignment
- Marriage and civil partnership
- Pregnancy
- Race
- Religion or belief
- Sexual orientation

Aims and objectives:

- To comply with the legislation of the Equality Act 2012
- To continue to maintain the school's position as a provider of the highest quality education and, as a good employer, providing development opportunities for all staff
- To ensure that equality remains high on the schools' strategic agenda
- To establish good management practice and to set out a proactive agenda in which discrimination is recognised as an organisational issue which needs an organisational response
- To ensure that all staff work together with a shared sense of purpose to meet the needs of every pupil
- To ensure that pupils and staff contribute towards a happy and caring environment by showing respect for and appreciation of, one another as individuals
- To ensure that complaints or evidence of failure to comply with the Schools' Equality Policy will be dealt with promptly and fully investigated according to the relevant procedure.

At Meadlands Equality is a factor in all areas of school life including:

- School values and vision
- Pupils' assessment attainment and progress
- Curriculum, teaching and learning
- Care and welfare
- Staff recruitment and career development
- Pupil behaviour, discipline and exclusion
- Racism and racial harassment
- Admissions

- Membership of the governing body

The school will set no more than 3 equalities objectives each year. These will be shared alongside the School Development Plan.

### **Monitoring & Review**

Progress is monitored and reported to governors annually through committee structures and the policy is reviewed annually or as the result of new legislation or guidance whichever is sooner. The policy is reviewed by staff and governors which includes representatives from parents. Contributions may also be received via annual parent surveys and other forms of day to day communication with parents.

### **Roles and Responsibilities**

Governors are responsible for:

- Making sure the school complies with the relevant equality legislation and for ensuring that the school Equality Policy and its procedures are followed

Headteacher, Senior Leadership Team and the Wellbeing Mentor Lead are responsible for:

- Making sure the school Equality Policy and its procedures are followed
- Making sure the Equality Policy is readily available and that the governors, staff, pupils, and their parents and guardians know about it
- Producing regular information for staff and governors about the plans and how they are working
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination ensuring they are investigated and resolved. To ensure that all members of the school community, especially those with protected characteristics, play a full part in all aspects of school life
- To ensure that all appointment panels apply the procedures and principles in this policy, so that everyone is treated fairly and equally

All staff are responsible for:

- Dealing with issues which arise relating to equality racist, homophobic and other hate-incidents
- Being able to recognise and tackle bias and stereotyping
- Promoting equal opportunities and good race relations
- Avoiding discrimination against anyone for any reason
- Keeping up to date with the law on discrimination
- Taking up training and learning opportunities
- Ensuring visitors and contractors know and follow our Equality Policy

Parents are responsible for:

- Ensuring children in school behave to a high standard
- Respecting school policies on equality
- Being a good visitor to school

Children are responsible (as and when age appropriate) for:

- Reporting incidents to staff
- Following our Relationship, Communication and Relationship policy
- Actively participating in the activities below

Visitors and contractors are responsible for:

- Knowing and following our Equality Policy

Achieving for Children are responsible for:

- Ensuring necessary overall borough equality and other relevant HR employment policies and services as 'employer' for all school staff
- Ensuring 'bought in services' / SLAs meet our equality scheme criteria e.g. Human Resource Services

- Ensuring that schools have the necessary delegated resources and borough training opportunities to actively fulfil this policy.

### **Opportunities to celebrate Equality**

- Assemblies that reflect and value all religions and beliefs
- Development of mutual understanding, or the wearing of religious dress. For example enabling Muslim children to wear veils in school and providing a quiet space for prayers.
- Subjects reflecting the needs of, and the inter-relationship/interdependence of people living in a multi-ethnic, multi-faith, multi-lingual, multi-able and multi-cultural society/world
- Food recipes used in cooking, and food available at lunch time, reflecting needs and preferences of different cultures
- Displays/Labels that draw upon the many and varied experiences and languages of the children and topics being covered.
- Artefacts building a school stock and encouraging children to bring in and share those of specific interest to particular children or topics
- Special Events: Anti-Bullying Week, Black History Month, Equalities Week, Mental Health Week and Kindness Week
- Working in collaboration co-opting the help of governors and parents with regard to equal opportunities
- Children from all ethnic backgrounds are called upon to express their views in class discussions
- Girls and boys have equal access to all areas of the curriculum including sport
- We aim to ensure that all barriers to learning are removed for all pupils, especially those with protected characteristics. The school analyses and reports data by SEND, PPG, PPG with SEND and PPG without SEND, Gender, High Ability Performance and EAL on a termly basis for Reading, Writing and Mathematics. Intervention plans are drawn up for each class termly based on pupil progress outcomes. On reviewing the data, if a significant trend is identified (anything more than 5 pupils per phase, a trend being a reoccurring pattern over 3 terms) the Headteacher may decide to analyse further by race.

### **Special issues for some Protected Characteristics**

#### **Gender reassignment**

It is rare for very young pupils to want to undergo gender reassignment. However, the governors will ensure that gender variant pupils, or the children of transgender parents are not singled out for different or less favourable treatment from that given to other pupils.

#### **Race**

The governors will make sure that pupils of all races are not singled out for different and less favourable treatment from that given to other pupils.

#### **Sexual orientation**

The governors will make sure that all gay, lesbian or bi-sexual pupils or the children of gay, lesbian or bi-sexual parents are not singled out for unfair treatment.

#### **Disability**

The governors will make all reasonable adjustments to avoid disadvantage to a disabled pupil. It is important to remember that not all disabilities are visible. When considering what a reasonable adjustment is, the governors will take into account the circumstances of each case. Factors which the governors will consider include: the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. For more information, please refer to our SEN Policy and Information Report on our website.

#### **Positive Action**

Under the Act, the school can now lawfully make New Positive Action provisions to allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. These measures will need to be a proportionate way of achieving the relevant aim. The school will use these provisions as appropriately as possible.

### **Recruitment and employment of staff**

The governing body will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Person and job specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the requirement for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability and personal or home commitments will not form the basis of employment decisions except where necessary. The governing body will consider any possible indirect discriminatory effect of its standard working practices, including the number of hours worked, the times at which these are to be worked and the place at which work is to be done, when considering requests for variations to these standard working practice and will refuse such requests only if the governing body considers it has good reasons, unrelated to any protected characteristics, for doing so. The governing body will comply with its obligations in relation to statutory requests for contract variations and will also make reasonable adjustments to its standard working practices to overcome barriers caused by disability.

The governing body will ensure that appropriate training is provided on equal opportunities to all staff likely to be involved in recruitment. All staff will assist the governing body and the whole school to meet its commitment to provide equal opportunities in employment and avoid unlawful discrimination. All staff should be aware that they can be held personally liable as well as, or instead of, the governing body for any act of unlawful discrimination. If any member of staff considers that they have experienced unlawful discrimination, they may use the school's grievance procedure to make a complaint. The governing body will take any complaint seriously and will seek to resolve any grievance that it upholds. You will not be penalised for raising a grievance, even if your grievance is not upheld, unless the complaint is both untrue and made in bad faith.