

Mersea Island School



Equality information and objectives MARCH 2022

Approved by:	FGB	Date: March 28 th 2022
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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mr Graham Brown They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- 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 board regarding any issues

The headteacher will:

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

The designated member of staff for equality is Mrs Lisa Williamson who will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor during scheduled time visits to the school
- Support the headteacher 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 school is aware of its 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 – for example, during meetings. 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 every year.

The school has a designated member of staff for monitoring equality issues – Mrs L Williamson, and an equality link governor – Mr Graham Brown. 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 school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- 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 fully in all aspects of school life)

In fulfilling this aspect of the duty, the school will:

- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims 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, citizenship and personal, social, health and economic (PSHE) 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 assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, 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 school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, 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 facilities to accommodate all pupils
- The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives – Action Plan

Mersea Island School is committed to:

- **Promote diversity, tolerance and understanding through celebrating difference.**
- **Identify, respond and report racist/prejudice based incidents.**
- **Increase participation of disadvantaged pupils in extra-curricular and sporting activities.**
- **Close the gap in attainment for disadvantaged pupils.**

See Action Plan - Appendix A

9. Monitoring arrangements

The Governing Board/Headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by the Governing Board at least every 4 years.

This document will be approved by the Governing Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Appendix A – Equalities ACTION PLAN 2020-2024

Mersea Island School is committed to:

- Promote diversity, tolerance and understanding through celebrating difference.
- Identify, respond and report racist/prejudice-based incidents.
- Increase participation of disadvantaged pupils in extra-curricular and sporting activities.
- Close the gap in attainment for disadvantaged pupils.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual feedback.	Headteacher / designated member of staff	March 2020 Equality Plan agreed by Governing Board	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
All	Promote diversity, tolerance and understanding through celebrating difference. Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. Actively plan teaching sessions/themes which include examples of diversity and seek opportunities in class and assemblies to learn about and to celebrate this.	Pupil, staff and parent feedback. Monitoring by governors, subject leaders and SLT.	All staff – art subject leader SLT, governors.	Ongoing	More diversity reflected in school displays across all year groups. Greater understanding, tolerance and acceptance of pupils evident in pupil voice feedback. Planning reflects increased focus on diversity.

Appendix A - ACTION PLAN 2020 -2024

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
Race Equality Duty	Identify, respond and report racist/prejudiced incidents. Report the figures to the Governing Board/ Local Authority on a termly basis.	The Headteacher / Governing Board will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing board.	Reporting: December, April, July	Teaching staff are aware of and respond to racist/prejudiced incidents Consistent nil reporting is challenged by the Governing Board
Disadvantaged Pupils	Introduce initiative to encourage pupils in receipt of Pupil Premium to take part in extra-curricular activities, including sports. Pupil Premium Champion to complete analysis on PP pupils' extra-curricular club uptake. Timetabling and cost of clubs to be reviewed. Financial aid to be offered to encourage PP pupil participation in extra-curricular clubs.	Pupil Premium Champion to monitor uptake in extra-curricular activities.	Pupil Premium Champion	Summer term 2020 – ongoing	Increased participation of Pupil Premium pupils in extra-curricular clubs and sporting activities.
Disadvantaged Pupils	To close the gap in attainment for disadvantaged pupils. All Pupil Premium are at least on track from their starting points. Class Improvement Plans clearly identify PP children and the strategies in place to accelerate progress. Additional Progress Meetings to be held with parents to strengthen working partnerships.	Data analysis by Class Teachers, SLT and Governors. Pupil Voice feedback by PP Champion.	HT & Pupil Premium Champion	Ongoing	Data will show PP pupils making progress which is at least in line with all other pupils. % of PP pupils on track from their starting points will have increased. % of PP pupils making accelerated progress will have increased.