

# Equality Act Statement

## The Meadow Community Primary School

### EQUALITY DUTY – COMPLIANCE WITH SINGLE EQUALITY ACT (SEA) 2010

#### REPORT TO GOVERNORS 2021

#### 1. How we eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;

As a matter of course, The Meadow staff are reminded about the compliance and importance of the Equality Act 2010 and ensure that all work undertaken complies and promotes equality of access and participation for all.

#### THE MEADOW POLICIES DEMONSTRATE COMPLIANCE WITH SEA AND RELEVANT LINKS IN ITALICS;

NB; ***all aspects of Equality covered*** refers to disability, race, gender, anti-homophobic, anti-transsexual, snit-bisexual, faith, cultural.

#### Document Name - Management and Finance

Admissions Policy ***all aspects of Equality covered***

Asthma Policy – ***disability***

Care and Control and Physical Restraint of Pupils Policy – ***disability***

Capability procedures (teaching and non-teaching staff) – ***all aspects of Equality covered***

Charging for School Activities ***all aspects of Equality covered***

Complaints / RW Procedure - ***all aspects of Equality covered***

Continence Policy – ***disability***

Disability Equality Scheme – ***disability***

Disciplinary Procedures ***all aspects of Equality covered***

Food Statement / Food Policy – ***disability***

Gender Equality Scheme - ***gender***

Inclusion Policy ***all aspects of Equality covered***

Job Evaluation appeal Procedure ***all aspects of Equality covered***

Leave of Absence Policy ***all aspects of Equality covered***

Management of attendance procedures ***all aspects of Equality covered***

Maternity Provisions Policy ***all aspects of Equality covered***

Payment for music lessons - ***all aspects of Equality covered***

Physical examination in first-aid guidelines - ***disability***

Policy Statement ***all aspects of Equality covered***

Restructuring and Redundancy Policy- ***all aspects of Equality covered***

Risk Assessment – ***disability***

Safeguarding Policy ***all aspects of Equality covered***

Safer recruitment and selection **all aspects of Equality covered**  
Statement of Aims - **all aspects of Equality covered**

**Document Name – Curriculum / Other**

**All aspects of Equality covered unless specified;**

Anti-bullying

Art

Assessment recording & reporting

Behaviour & discipline

Careers

Citizenship

Collective worship

Curriculum policy statement

Design technology

Drugs

Early years policy

Emotional well-being

English

Equal opportunities statement

E-safety

Geography

Governors visits

History

Home school agreement

Homework

Information communications technology -

Library policy

Marking

Maths

Mfl (french) policy

Monitoring & evaluation

More and very able

Music

PE.

PSHE

RE.

Race equality and anti-racist – **race, faith and cultural**

Relationships and Sex Education

Science

SEN

Spiritual, moral, social & cultural edn

The arts

**Other documents**

Core and Subject Plans

Prospectus

## 2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it;

Our policies and procedures outlined above articulate how we remove or minimise disadvantages that could be suffered by particular groups (for example, our Anti-Bullying Policy outlines measures to approach homophobic bullying and our Charging for School Activities Policy outlines how financially-disadvantaged families can be assisted with payments etc).

**Below are the Gender Equality, Race, Anti-Homophobic/Transphobic/Biphobic Equality and Disability Equality Schedules for targeted work / Equality Objectives throughout School name:**

### Race Equality;

Action	By whom	By when	Expected Outcomes
<ul style="list-style-type: none"> <li>Continuation of tracking ethnic minority groups in all aspects of their achievement, attendance and extra-curricular participation.</li> </ul>	Achievement – Charlie Smith  Attendance and extra-curricular participation - Tracey Gibby	Ongoing throughout the year.	Ensure provision and achievement for all groups is at expected or beyond standard.  Ensure attendance of ethnic minority groups is monitored and is equal to or above whole school percentage
<ul style="list-style-type: none"> <li>Continue to use PSHE/R2R to reinforce school ethos of equality, tolerance and understanding of all people (2020 new scheme - Cambridge PSHE scheme introduced).</li> </ul>	All stakeholders within school	Ongoing throughout the year.	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races to reduce discrimination.  R2R lessons to continue to ensure equality of opportunity is explored for all pupils.
<ul style="list-style-type: none"> <li>Continue to use RE topics, including Judaism, Sikhism, Islam, Christianity and Hinduism to further develop understanding and respect for all religions</li> </ul>	All teaching staff	Ongoing throughout the year.	Ensure children continue to develop their understanding of all cultures and religions

<ul style="list-style-type: none"> <li>• Continue to develop links with schools from different countries / cultures and with the local community</li> </ul>	Emma Cheetham	Ongoing throughout the year.	<p><b>Ensure children continue to develop their understanding of all cultures and religions.</b></p> <p>Consult parents/members of the local community on decisions to promote equality and eliminate discrimination.</p>
<ul style="list-style-type: none"> <li>• Continue to monitor all racist incidents and to report any incidents to the governing body as necessary.</li> </ul>	Louise Allen		Continued good levels of racial tolerance and understanding
<ul style="list-style-type: none"> <li>• To conduct pupil interviews relating to cultural awareness as necessary</li> </ul>	Louise Allen Charlie Smith	As and when necessary	To continue to monitor the level of cultural awareness and to consult on decisions to promote equality and eliminate discrimination.

### Gender Equality;

Action	By whom	By when	Expected Outcomes
<ul style="list-style-type: none"> <li>• Continuation of tracking both genders in all aspects of their achievement and attendance</li> </ul>	Charlie Smith and Louise Allen	Ongoing throughout the year.	<p><b>Ensure provision and achievement for all groups is at expected or beyond standard.</b></p> <p>Ensure attendance of both genders is monitored and is equal to or above whole school percentage</p>
<ul style="list-style-type: none"> <li>• Continue to use PSHE/R2R to reinforce school ethos of equality, tolerance and understanding of all people</li> </ul>	All stakeholders within school	Ongoing throughout the year.	<p><b>Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.</b></p>
<ul style="list-style-type: none"> <li>• Continue to ensure subjects which are traditionally 'boy' or 'girl' related (eg aspects of PE) are equally accessible and promoted to both genders</li> <li>• Continue to monitor extra-curriculum participation is</li> </ul>	All staff Ryan Barnes	Ongoing throughout the year.	<p><b>Ensure both genders have equal access and promotion to all areas of the curriculum and extended curriculum.</b></p>

representative of both genders.			
<ul style="list-style-type: none"> <li>Continue to monitor all sexist incidents and report any incidents to the governing body as necessary.</li> </ul>	Charlie Smith and Louise Allen	Ongoing throughout the year.	Continued excellent levels of gender tolerance and understanding

### Anti-homophobic/Transphobia/Biphobia Equality;

Action	By whom	By when	Expected Outcomes
<ul style="list-style-type: none"> <li>Continue to use PSHE/R2R to reinforce school ethos of equality, tolerance and understanding of all people</li> </ul>	All stakeholders in school	Ongoing throughout the year.	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
<ul style="list-style-type: none"> <li>Continue to monitor all Homophobic/Transphobia/Biphobia incidents and report any incidents to the governing body as necessary.</li> </ul>	Louise Allen	Ongoing throughout the year.	Continued excellent levels of tolerance and understanding
<ul style="list-style-type: none"> <li>Continue to be aware of any pupils who wish to discuss, explore or change their sexual orientation. Any such discussions or outcomes to be approached with care, support and sensitivity and to ensure, if relevant, that any peers of the pupil are similarly sensitive and supportive.</li> </ul>	All staff	Ongoing throughout the year.	Ensure children continue to experience an environment where they are comfortable with their sexuality and peers are similarly supportive and tolerant of others.

### Disability Equality;

Action	By whom	By when	Expected Outcomes
<ul style="list-style-type: none"> <li>Continuation of tracking all abilities including various groups of SEN children, in all aspects of their achievement and attendance</li> </ul>	Zoe Rudd	Ongoing throughout the year.	Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of all SEN children is

			<b>monitored and is at least at expected levels.</b>
<ul style="list-style-type: none"> <li>• <b>Continue to use R2R and PSHE to reinforce school ethos of equality, tolerance and understanding of all people</b></li> </ul>	All stakeholders in school	Ongoing throughout the year.	<b>Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.</b>
<ul style="list-style-type: none"> <li>• <b>Continue to ensure subjects (eg aspects of PE) are equally accessible and promoted to all regardless of any disabilities</b></li> <li>• <b>Continue to monitor extra-curriculum participation is representative of all abilities.</b></li> </ul>	All staff	Ongoing throughout the year.	<b>Ensure all abilities have equal access and promotion to all areas of the curriculum and extended curriculum.</b>
<ul style="list-style-type: none"> <li>• <b>Continue to monitor all incidents relating to persecution and report any incidents to the governing body as necessary.</b></li> </ul>	All staff	Ongoing throughout the year.	<b>Continued excellent levels of disability inclusion awareness</b>
<ul style="list-style-type: none"> <li>• <b>Continue to ensure persons with any disability are portrayed in a positive light throughout the school</b></li> </ul>	All staff	Ongoing throughout the year.	<b>Displays and work in school portray persons with disabilities in a positive light</b>
<ul style="list-style-type: none"> <li>• <b>Continue to ensure that access to every physical area of the school is appropriate for all persons regardless of any disability</b></li> </ul>	Daniel Wagg and Shaun Tidmarsh	Ongoing throughout the year.	<b>Health and safety governor annual inspection / School survey conducted by LA</b>
<ul style="list-style-type: none"> <li>• <b>To ascertain views of those pupils / staff who have disabilities to ensure that consultation and actions (if required) are taken as necessary.</b></li> </ul>	Daniel Wagg and Zoe Rudd / Louise Allen	Ongoing throughout the year.	<b>Ensure any persons with a disability recognise they have the right to state any issues they may have and indeed witness that the Head, SLT, Governing Body will act upon any issues to best resolve them.</b>

As is highlighted above, our data tracking and target setting ensures that all 'groups' (eg gender, disadvantaged, race etc) are examined as a matter of course. Any discrepancies are highlighted and appropriate measures are put into place to minimise and/or improve the academic achievement of any 'group' (for example, one-to-one tuition is currently being provided to many disadvantaged pupils to assist in narrowing the gap).

### **3. Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it;**

As highlighted in the schedules above, and particularly within curriculum policies, our thorough work in promoting tolerance, respect and understanding of those people with disabilities, those with differing cultures etc is effective in fostering good relationships.

Our work with neighbouring schools, multi-faith approaches, PSHE work and links with schools from other cultures and countries provides the pupils with experiences to help them develop these relationships.