

Equality and Diversity Return

School: Mullion Primary

Updated: March 2021

Protected Characteristics	<ul style="list-style-type: none">● To eliminate unlawful discrimination, harassment and victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.
Age	<ul style="list-style-type: none">● We monitor the attainment and progress of summer born pupils in early years and primary settings● We identify and address barriers to learning and provide support where necessary.● Extended school, such as breakfast and after-school clubs; activities take into account pupils' needs.● Pupils have opportunities to learn about the experiences of all members of the community regardless of their age.● We ensure the curriculum has positive images of all people regardless of age.● We actively support the recruitment of all people regardless of age and support them in their work and career development and try to reflect the diversity of the school community and its workforce● During staff selection processes, performance management, career development and promotion, we abide by the specific Equality Duties and take advice from HR● We make reasonable adjustments to ensure that all employees, volunteers and visitors can fully participate and contribute.
Disability	We are committed to working for the equality of children, young people and adults with and without special educational needs and disabilities. All reasonable steps are taken to ensure that these children and adults are not placed at a

	<p>substantial disadvantage compared with non-disabled peers. We are committed to providing an environment that allows disabled people full access to all areas of learning and school life. Some of the strategies we use are:</p> <ul style="list-style-type: none"> • Teachers ensure planning and resources are modified as appropriate for children and young people with disabilities e.g. large print, or different coloured paper. • Extended support services are used to ensure that pupils with disabilities fulfil their potential. • The progress of all groups including disabled pupils is tracked and monitored carefully • Children, young people and families as well as staff are consulted on any changes or issues affecting them rather than just with people acting on their behalf • We provide a curriculum that supports all, to ensure SEND children and young people can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies. • Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population • Children and young people have opportunities to learn about the experiences of disabled people and the discriminatory attitudes they sometimes experience, through the curriculum and as part of assembly themes. • Through our cooperative trust values we promote an awareness of human rights and how to apply and defend them; • We develop skills of participation and responsible action – for example through citizenship education • In order for pupils who are under-achieving or who have SEND, to make progress in their learning and their personal well-being, we provide extra and additional support e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment; • We provide additional information and support to parents of under-achieving children (e.g. SEN review meetings, discussing needs); • Additional support is also provided for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users). • We ensure SEND children and young people with particular skills or talents take part in gifted and talented programmes. • There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc; • We actively promote positive images which reflect the diversity of the school and community in terms of SEN and disability, for example in assemblies, through the curriculum, books, publications and learning materials and in classroom/corridor display.
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	<ul style="list-style-type: none"> • Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities for example the SKIP council meetings. • Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups, for example family learning sessions. • All Southerly Point MAT schools actively work together to support our pupils and staff with specialist advice, training and resourcing for example SEND network meetings. • There is effective transition between our primary and secondary schools to ease the stress of moving and increase familiarity with new surroundings; • Carrying out accessibility planning for disabled people in our community to facilitate their participation in the curriculum and school life; by improving the physical environment of the school and the availability of accessible information to disabled members of the school community. • We are aware of the Reasonable Adjustment duty for disabled pupils which is designed to enhance their access and participation to an equal level as all pupils and stop them being placed at a disadvantage compared to their peers. • Addressing prejudice-related bullying related to disability/SEN <p>We actively support the recruitment of disabled people and support them in their work and career development; we try to reflect the diversity of the local community in its workforce;</p> <ul style="list-style-type: none"> • We actively support the recruitment of all disabled people and support them in their work and career development and try to reflect the diversity of the school community and its workforce • During staff selection processes, performance management, career development and promotion, we abide by the specific Equality Duties and take advice from Neopeople HR • We make reasonable adjustments to ensure that all disabled employees, volunteers and visitors can fully participate and contribute. • Consultation on all employment policies and procedures is available in a number of formats eg website, paper and braille upon request. <ul style="list-style-type: none"> • We monitor the attainment and progress of all pupils including those with disability in early years and primary settings • We identify and address barriers to learning and provide support where necessary.
Gender Reassignment	<p>We are committed to providing a safe and supportive environment for all and aim to tackle any discrimination faced by pupils, staff and our school community who are transgender or undergoing or wish to undergo gender reassignment.</p>

	<p>We seek to protect members of our school community from direct and indirect discrimination and victimisation, which includes discrimination based on perception and on association ensuring that all gender variant staff, pupils, or the children of transgender parents, are not singled out for different and less favourable treatment from that given to others.</p> <p>We ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.</p> <p>We refer to the Department for Education and Local Authority published specific guidance on bullying including transphobic bullying.</p> <p>Differences in gender and sexuality are discussed in an appropriate and balanced way through PSHE programme and assemblies</p> <p>The school records any incidents of homophobic transphobic bullying. There have been 0 recorded incidents in the past academic year. (2020/2021)</p>
Marriage and Civil Partnership (but only in respect of eliminating unlawful discrimination)	<p>We are committed to providing a safe and supportive environment for all of our pupils and staff and aim to tackle any discrimination faced by staff and school community who are entering into marriage or civil partnership.</p> <p>Teaching about relationships in our PSHE and citizenship curriculum is done in a sensitive, reasonable, respectful and balanced way.</p> <p>We follow the guidelines of our HR team when supporting our staff and school community where necessary.</p>
Pregnancy and Maternity	<p>We are committed to providing a safe and supportive environment for all of our pupils, staff and school community and aim to tackle any discrimination faced by those who are pregnant or who have recently had a baby.</p> <p>We follow the guidelines of our HR team when supporting our staff and school community through the maternity and paternity period.</p> <p>We follow the guidelines of our HR team when supporting our staff and school community through the adoption leave period.</p> <p>We make reasonable adjustments against a risk assessment to support those who are pregnant.</p>

Race- This includes ethnic or national origins, colour or nationality	<ul style="list-style-type: none"> ● We identify and address barriers to the participation of particular groups as individuals in learning and other activities: <p>The MAT has high expectations of all pupils and is dedicated to helping all pupils to reach the highest possible standards of achievement. Some of the strategies we use are:</p> <ul style="list-style-type: none"> ● We monitor the attainment and progress of all our pupils by ethnicity every term – groups that need to accelerate progress are identified and teachers supported to ensure it happens. ● Barriers to learning are identified and addressed; support is provided to include nurture groups, small group tuition, 1:1 specialist support etc ● We are continuing to develop a curriculum that supports all pupils to understand, respect and value difference and diversity. ● Ensuring that the curriculum is supported by resources that provide a range of positive images that reflect the diverse communities of modern Britain. ● Use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs ● Celebrating special events such as Black History Month, Chinese New Year etc as part of assembly. ● Provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity ● Employ a range of styles, including collaborative learning, so that pupils can learn to value working together ● Provide support for children to access the curriculum including specialist teacher/TA support for EAL pupils as required ● Ensure staff have training in aspects of supporting EAL learners ● Provide ed ● ucational visits and extra-curricular activities that reflect all groupings among our pupils. ● Meet the dietary needs of all pupils and staff ● Implementing our anti-Bullying Policy to develop pupil awareness and understanding of bullying behaviour or harassment on the basis of race, ethnicity or cultures. ● Challenge racial discrimination and stereotyping, and teach pupils how to recognise bias.

	<ul style="list-style-type: none"> ● Deal with any racist incidents in an effective and consistent manner ● Address prejudices around racism and xenophobia, including those that are directed towards religious groups and communities and those that are directed against travellers, refugees and people seeking asylum. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with ● Keep accurate information about the ethnic origin, first language and religion of all pupils and staff ● Actively support the recruitment of staff, governors and volunteers to the school which reflect the diversity of the school community ● Additional support is also provided for parents/carers to help them to play a full part in the life of the school (e.g. providing information in different languages as required). <p>The school records any incidents of prejudiced-related incidents. There have been 0 recorded incidents in the past academic year. (2020/2021)</p>
Religion or belief , this includes unbelief	<p>We promote respect and understanding for the religious, atheist or agnostic beliefs and practices of all staff, pupils and parents. Some of the strategies we use are:</p> <ul style="list-style-type: none"> ● Pupils and staff are encouraged to share and compare knowledge and understanding of their beliefs/ faiths and cultures with one another through curriculum based projects in RE, PSHE and assemblies – this supports pupils in building their sense of identity and belonging in a diverse culture. Lessons are used to value and celebrate diversity. ● Although our Collective Worship themes are ‘broadly Christian’ in nature we ensure that no one faith is purported to be any truer than another. ● We maximise opportunities to celebrate the richness and diversity of different faiths and cultures through Multi-Faith/Multi-Cultural celebrations (e.g. Diwali, Chinese New Year, Harvest) and through visits and visitors into school. ● We are mindful of the need to be aware of the potential risks of radicalization and extremism within our school community and policy and practice reflect local procedures and national guidance ● We are proactive in providing as much information as possible to parents about our curriculum. ● All pupils are expected to work together in a constructive and positive manner

	<ul style="list-style-type: none"> ● Pupils are discouraged from using language that makes fun of people because of their religion or beliefs. Pupils will be commended when they challenge such language and will be reminded of the negative effects of stereotyping based on religion or belief. ● Pupils have the opportunity to learn about the harmful effects of religious prejudice stereotyping within RE ● New resources will portray people of all ages, religions and beliefs in ways that are positive and non-stereotypical. ● Our uniform policy does not discriminate because of race, religion or belief. ● The school complies with reasonable requests relating to religious observance and practice for its pupils without it affecting participation in statutory education ● The school complies with reasonable requests relating to religious observance and practice for its staff. ● All incidents of bullying and harassment, including that based on, religion or belief, are be dealt with in an effective and consistent manner. <p>The school records any incidents of bullying and harassment based on religion or belief. There have been 0 recorded incidents in the past academic year. (2020/2021)</p>
Sex	<p>We are committed to ensuring equality of education and opportunity for all pupils, staff, parents, carers and visitors receiving services from the school, irrespective of gender. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.</p> <p>Some of the strategies we use are:</p> <p>We expect all pupils regardless of gender and/or gender identity to perform equally well in all subjects and activities, and we monitor pupil achievement and participation to ensure that any gap between pupil groups is reduced.</p> <ul style="list-style-type: none"> ● All pupils have equal access to all curricular opportunities and activities. ● All pupils are expected to work together in a constructive and positive manner ● The talents of all pupils regardless of gender and/or gender identity are recognised and represented in Gifted and Talented programmes and representation on the programmes fully reflects the school population in terms of gender;

	<ul style="list-style-type: none"> • There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising, sports teams etc; • Identifying and addressing barriers to the participation of all pupils regardless of gender and/or gender identity in particular activities e.g. to support boys in writing we would make our teaching more accessible bye.g. • We also seek to ensure that policies designed to improve the attainment of one group of pupils does not do so at the expense of achievement by others. • Support is made available for Staff who are transitioning or who have undergone gender reassignment • Staff ensure that all children are encouraged to engage with a wide range of resources that challenge traditional stereotypes. • New resources are vetted to ensure that they show girls, boys, women and men involved in a diverse range of non-stereotypical roles and activities, thereby challenging stereotyped ideas about what females and males can and should do • When appropriate, stories and poems which challenge gender stereotypes are read in class and during acts of collective worship • Pupils are discouraged from using sexist language and commended when they challenge such language <p>Gender pay gap-</p> <p>The MAT conducts a yearly review of pay and gender and publishes its findings</p> <p>All job descriptions person specifications and grades are based on the role regardless of gender</p>
Sexual Orientation	<p>We are committed to providing a safe and supportive environment for all and aim to tackle any discrimination faced by pupils, staff and our school community who are lesbian, gay or bisexual.</p> <p>We seek to protect members of our school community from direct and indirect discrimination and victimisation, which includes discrimination based on perception and on association ensuring that all lesbian, gay or bisexual pupils, or the children of lesbian, gay or bisexual parents, are not singled out for different and less favourable treatment from that given to others.</p> <p>We ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.</p> <p>We refer to the Department for Education's published specific guidance on bullying including homophobic bullying.</p>

	The school records any incidents of homophobic bullying. There have been 0 recorded incidents in the past academic year. (2020/2021) .
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Single Equality Return: Actions identified through undertaking this year's equality self-evaluation

Protected Characteristic	Issue Identified	Action to be taken	Responsible Person	Completion date
Sexual orientation	There are no separate facilities for changing or toileting. This is partly due to the COVID pandemic and the use of bubbles in school and partly due to lack of space.	Assess the building for suitability and opportunities for future development. Follow the recovery road map carefully to identify opportunities to return to normal	Head teacher Estates manager	Reliant on recovery road map. Reviewed regularly.