



Manchester  
Communication  
Primary  
Academy

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# Manchester Communication Primary Academy

Equality Information and Objectives

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2021-22

## Approval History

This document has been prepared within	Manchester Communication Primary Academy
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## Revision History

Revision Date	Summary of changes	Owner/Editor

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## Aims

Our school aims to meet its obligations under the public sector equality duty 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.

## 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.

The Equality Act (2010) defines the nine protected characteristics. People who identify with these characteristics are protected from discrimination by the Act. Public sector organisations have a duty to protect people who identify with these characteristics. The nine protected characteristics are attached at Appendix One.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#). This document also complies with our Funding Agreement and Articles of Association. It should be read alongside the Greater Manchester Academies Trust’s Equality, Diversity and Inclusion Policy.

## Roles and responsibilities

The Local Governing Body 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 Lead Governor for Equality is Henry Ngawoofah. They will:

- Meet with the designated member of staff for equality every six months, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.

- Report back to the full Local Governing Body regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to Governors.

The designated members of staff for equality are the Deputy Headteachers, they will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the Lead Governor for Equality every six months to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and deliver or broker training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out within this document.

## 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 designated senior managers for monitoring equality issues, and a Lead Governor for Equality. They regularly liaise regarding any issues and make the Headteacher and Governors aware of these as appropriate.

## 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities).
- 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 in the full range of after school clubs, trips and visits).

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

- Share with Governors attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or racist abuse).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## Fostering good relationships

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting respect, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE 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 through consideration of our 'community qualities'. 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 local faith leaders, 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 have developed some links, and will continue to develop further links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## Equality considerations in decision making

The school ensures it has due regard to equality considerations whenever significant decisions are made. If it finds that a decision or action would be to the detriment of pupil(s) with a protected characteristic, the school will decide not to do it.

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 equivalent facilities for boys and girls.

Trips, activities or opportunities which would exclude pupils are not undertaken, as they are highlighted on trip proposal forms (EV1).

## Equality objectives

### Objective One

Undertake an analysis of behaviour incidents in each term, in which pupils with protected characteristics are the protagonists or victims. Implement an action plan to reduce this term by term.

#### Why we have chosen this objective:

Our current behaviour analysis is careful in its consideration of children's contexts and needs, but does not analyse if we have behaviour trends amongst all characteristics (it does consider gender and SEND status). As such, we do not yet know if there are any deeper trends or patterns which need to be addressed.

#### To achieve this objective, we plan to:

Devise a termly behaviour report which provides this information on a top-level, and plan actions to address any identified patterns. Consider behaviour incidents in weekly Senior Management Team meetings and implement short-term preventative actions.

#### Progress we are making towards this objective:

Behaviour incident reporting has been reviewed to provide a more in depth analysis. Behaviour incidents are reviewed weekly with the Deputy Headteachers for inclusion.

### Objective Two

Review, implement and evaluate a new strategic approach to the reduction of the use of prejudice language. Including through the curriculum, and with a well-developed response if prejudice language is used.

#### Why we have chosen this objective:

Prejudicial language is used by pupils in school on occasion. The school's leaders and Governors would like this to move from 'infrequent' to 'extremely rare'.

**To achieve this objective, we plan to:**

Review the teaching of PHSE, to ensure that it addresses the use of prejudicial language effectively. Develop a strategy for responding to the use of prejudicial language, which is clear, consistent and educational - reducing the number of incidents.

**Progress we are making towards this objective:**

Governors and Parent Focus Group have fed-into the development of the strategy.

**Objective Three**

Increase the representation of all of the protected characteristics in the curriculum. Including the figures studied, authors read and community quality heroes.

**Why we have chosen this objective:**

We have an extremely diverse school; leaders assert that it is important for pupils to be able to experience relatable characters in all areas of their learning.

**To achieve this objective, we plan to:**

Review the people we study, including community quality heroes who are talked about in assembly, ensuring that they are representative of all characteristics.

**Progress we are making towards this objective:**

Pupils have access to the diversity and inspiration libraries. The curriculum has been reviewed to ensure that it is representative of protected characteristics, although this is mostly focused on race and ethnicity currently.

**Objective Four**

Train all members of staff and Governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the academic year 2022-23. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

**Why we have chosen this objective:**

There are new colleagues and Governors who may be involved in recruitment, they must have this training before being involved.

**To achieve this objective, we plan to:**

Undertake the training for all relevant staff.

**Progress we are making towards this objective:**

Training can be accessed online.

**Objective Five**

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January 2023, to help address the under-representation of people with disabilities in the school workforce.

**Why we have chosen this objective:**

We have a diverse staff, who are representative of the protected characteristics, but disability is an area which is less well represented. in the staff body.

**To achieve this objective, we plan to:**

Add the two ticks emblem to recruitment material and provide training to the relevant staff in this.

**Progress we are making towards this objective:**

HR Team are undertaking this work.

**Monitoring arrangements**

The Headteacher and Deputy Headteachers will update the equality information we publish, at least every year.

This document will be reviewed by the Local Governing Body at least every 2 years.

This document will be approved by the Local Governing Body.

## **Links to other policies**

This document links to the following policies:

- Accessibility Plan
- Risk Assessment
- Trust's Equality, Diversity and Inclusion Policy.

## APPENDIX ONE: Nine protected characteristics

The characteristics are as follows:

### Age

- A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).
- See advice and guidance on [age discrimination](#).

### Disability

- A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
- See [disability advice and guidance](#) section.

### Gender reassignment

- The process of transitioning from one sex to another.
- See advice and guidance on [gender reassignment discrimination](#).

### Marriage and civil partnership

- Marriage is a union between a man and a woman or between a same-sex couple.
- Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).
- See advice and guidance on [marriage and civil partnership discrimination](#).

### Pregnancy and maternity

- Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
- Find more about our work on [pregnancy and maternity in the workplace](#).

### Race

- Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
- See advice and guidance on [race discrimination](#).

### Religion and belief

- Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
- See guidance on [religion or belief at work](#).

### Sex

- A man or a woman.
- See [guidance on sex discrimination](#).

### Sexual orientation

- Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.
- See advice and guidance on [sexual orientation discrimination](#).

Source: <https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>