

# MANSTON PRIMARY SCHOOL

*Manston* 

## SINGLE EQUALITY SCHEME AND ACTION PLAN 2025-26

Manston Primary is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

Policy reviewed by: James Clay and Kirsty Thorpe

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## **School Context**

Manston Primary School is a smaller than average-sized one form entry primary school. The vast majority of pupils are of White British heritage with a small number from other ethnic backgrounds. A higher than average proportion of pupils is known to be eligible for the pupil premium (which provides additional funding for pupils known to be eligible for free school meals, those in the care of the local authority and those from service families). The proportion of pupils with special educational needs supported through school action is lower than average. The proportion of pupils supported at school action plus or with a statement of special educational needs is a little lower than the national average. The school meets the current floor standards set by the government for pupils' attainment and progress. The school has recently been awarded several accreditations including Investors in People and Investors in Pupils as well as a Healthy Schools award.

The achievement of pupils is monitored by the senior leadership team and we use this data to support pupils, raise standards and ensure inclusive teaching.

Data is analysed frequently and made available to staff and governors. Staff and the governors' responsible for progress meet to review data throughout the year and senior leadership team hold pupil progress meetings with teachers three times a year.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

## **What we mean by equality**

At Manston Primary School we understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances. We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

## **Our Equality Objectives 2025/26**

- To ensure that staff recruitment is inclusive and does not limit the recruitment of staffing that reflects the profile of pupils on roll, the local community and that of the UK as a whole.
- To continue to promote equality, to pupils and staff through the wider curriculum including; assemblies; trips and school visitors; ensuring the quality and diversity of resources used and purchased; and the consistent application of school policy (behaviour etc).
- Encouraging and maintaining the participation of disadvantaged pupils in extracurricular activities and opportunities in school.
- To continue to ensure that the wider curriculum (assemblies, PSHCE content, school library resources and behavioural expectations) routinely challenge inequality and are adapted to fit the presenting needs of the school.

## School Ethos

### Our School Vision

*Manston*★



## Our Guiding Principles

In fulfilling the legal obligations outlined further on in this scheme, Manston Primary School, which includes pupils, staff, governors and parents, is guided by seven principles.

### Principle 1: All members of the school and wider community are of equal value

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socioeconomic circumstances
- whichever their gender and sexual orientation
- whatever their age

### Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender and sexual orientations that the needs and experiences of different people are recognised
- age

### Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and nondisabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment
- positive intergenerational attitudes and relationships
- understanding of definitions and the experiences and challenges faced due to disability, ethnicity, culture, religious beliefs, socio-economic circumstances and/or age, where appropriate

### Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socioeconomic circumstance
- whichever their gender and sexual orientation
- whatever their age
- whether they are pregnant or on maternity and
- whether engaged in a marriage/civil partnership

The school can utilise positive actions to support equity of opportunity, addressing imbalances an individual with protected characteristics may experience.

### Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious and socio-economic backgrounds
- girls and boys, women and men
- Lesbian, Gay, Bisexual and Transgender
- Age (where appropriate) Different age groups

### Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We seek to involve where possible:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious and socio-economic backgrounds

- both women and men, and girls and boys.
- Lesbian, Gay, Bisexual and Transgender
- Age people of different ages and between generations

### Principle 7: We feel that the community as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, girls and boys. Lesbian, Gay, Bisexual and Transgender
- People of different ages and between generations

### Principles in themselves are not enough

In the light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality in:

- disability
- ethnicity
- gender
- Sexual orientation
- Religion and belief
- Age
- Socio-economic circumstances

These are outlined in our Single Equalities Action Plan

- learners' and staff personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff and governor recruitment, retention and professional development

### Actions

1. We recognise that the actions resulting from a policy are what makes a difference.
2. Every year we review and evaluate the previous year's actions and feed this into the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles above.

### The Curriculum

1. We will actively seek opportunities to review the curriculum and curriculum subject or areas in order to ensure that teaching and learning reflect the seven principles outlined above.
2. We will ensure staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles. Any training that is required is identified during performance management meetings.

### Ethos and Organisation

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- care, guidance and support

- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians 6
- working with the wider community.
- Participation of groups in wider school activities
- Preparing all members of the learning community for living and positively contributing to a diverse society

## Addressing Prejudice and Prejudice-Related Bullying

1. The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:
  - prejudices around disability and special educational needs

## The Curriculum

3. We will actively seek opportunities to review the curriculum and curriculum subject or areas in order to ensure that teaching and learning reflect the seven principles outlined above.
4. We will ensure staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles. Any training that is required is identified during performance management meetings.

## Ethos and Organisation

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' and staff personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff and governor recruitment, retention and professional development
  - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
  - prejudices reflecting sexism and homophobia and transphobia.
- There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. Further information can be obtained from the head teacher where necessary.
- 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 in line with existing and future legal requirements.

## Roles and Responsibilities

1. The governing body is responsible for ensuring that the school complies with current legislation, and that this policy and its related procedures and strategies are implemented.
2. A dedicated member of the governing body, Tero Väänänen, has a watching brief regarding the implementation of this policy.
3. The head teacher is responsible for implementing the policy; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate

training and support; and for taking appropriate action in any cases of unlawful discrimination.

4. The headteacher has day-to-day responsibility for co-ordinating implementation of the policy.
5. All staff are expected to:
  - promote an inclusive and collaborative ethos in their classroom
  - challenge and deal with any prejudice-related incidents that may occur
  - identify and challenge bias and stereotyping in the curriculum
  - support pupils in their class for whom English is an additional language
  - keep up-to-date with equalities legislation relevant to their work.
  - ensure pupils have the opportunity to have their voices heard with regards to equality issues

## Information and Resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents and carers.

## Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## Staff Development and Training

We ensure that all staff, including support and administrative staff and governors, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## Breaches of the Policy

Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

## Monitoring and Evaluating

Through our action plan, we are frequently reviewing and evaluating the implementation of this policy. The policy is reviewed by staff and governors annually.

We collect, analyse and use data related to achievement, broken down as appropriate into vulnerable groups.

## Developing and implementing the scheme

We use common sense measures to determine whether a policy, practice or project will impact on all groups equally or whether it potentially may have a differential impact on one or more particular group (either positively or negatively). It helps us to ensure that there is no unlawful discrimination against certain individuals or groups and those positive duties are promoted equally. It is a way to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

## How we developed our scheme

We have consulted parents, staff and governors in the school community about this policy through a questionnaire. A copy of this questionnaire can be viewed in Appendix 2. Pupils have been consulted about their views within the classroom and have given age appropriate responses. Responses from the school community can be viewed in Appendix 3. The pupils are also taught about equality through the PSHE curriculum. We will include awareness of

equality and disability as part of our induction process and include statements in our prospectus and on the website.

### Prioritising Activity

We will use the information gained from our involvement with all stakeholders and issues arising from our data (qualitative and quantitative) to prioritise activities for improvement.

### Glossary

#### Diversity is

- about including everyone
- valuing differences
- harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- having a better understanding of the diverse needs of our community

### Duty

A mandatory and legal obligation to do something

### Promote

Contribute to the progress and growth of....

Make publicity for.....

### Equality and Human Rights Commission (EHRC)

Bringing together the Equal Opportunities Commission, Disability Rights Commission and Commission for Race Equality, also serving as a national body for age, religion and belief and sexual discrimination as well as human rights.

### What is meant by discrimination?

Generally, “discrimination” means treating someone with a protected characteristic worse than someone who does not have this characteristic would be treated in the same situation. The worse treatment must be because of that characteristic.

Discrimination can take a number of forms:

- “direct” or
- “indirect” or
- failure to make reasonable adjustments for disabled people or
- “discrimination arising from disability” or
- discrimination because of “association” with someone who has a protected characteristic, or
- discrimination because a person is thought to have a protected characteristic whether correctly or incorrectly (“perceived”) People are also protected from:
- harassment related to a protected characteristic
- victimisation because they have, or their education provider thinks they have, made or helped made a complaint about discrimination, unless they know the complaint was not true.



Direct discrimination happens when an education provider treats a pupil or student (or an applicant for admission) worse than they treat or would treat another pupil or student (or applicant) because of a protected characteristic.

### Combined discrimination

Sometimes, a person may experience worse treatment than someone else because of combination of the protected characteristics they have:

There may be an interaction between two or more than two of a person's characteristics, but a claim for combined discrimination will only look at a combination of two of them.

### Indirect discrimination

People's experiences and opportunities in education can be affected by an education provider's rules or ways of doing things. Indirect discrimination takes place when the same rule or way of doing things is applied to everyone. The rule or way of doing things may not appear to have a different or worse impact on people with a protected characteristic but does so in reality.

### Victimisation

If an education provider treats a person badly because they have taken a particular action related to the Equality Act 2010 (or because they suspect the person has taken or will be taking such action), this will be victimisation, and is against the law. The protection covers anyone, whether or not they have a protected characteristic, if they do something in relation to making a complaint of discrimination and you treat them badly.

### Harassment

Harassment in the Equality Act 2010 means:

- Unwanted behaviour which has purpose or effect of:
- Violating the dignity of another person: or
- Creating for that person an intimidating, hostile, degrading and humiliating or offensive environment

Unwanted behaviour can include any kind of behaviour, including spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting a person's surroundings or other physical behaviour.

### Positive action

"Positive action" means the steps that an education provider is allowed (but not required) to take to encourage people with a protected characteristic from groups with different needs or a past track record of disadvantage or low participation to access education. Positive action differs from positive discrimination which provides preferential treatment for people with protected characteristics and is unlawful.