School Equality and Diversity Plan

2022 - 2025

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1. What is the Equality and Diversity Plan?

This Equality and Diversity Plan brings together the school's approach for promoting equality in our policies and procedures and, most importantly, in our day-to-day practices and interactions with the whole school community. It is a policy and action plan that covers a three-year period from 2022 to 2025. It integrates our statutory duties in relation to race, disability, religion or belief, sexual orientation, age, gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school, such as parents. It includes all the protected characteristics covered under the **Equality Act 2010** as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community (see Appendix A).

Our Equality and Diversity Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

2. Mission statement

At Mulberry Canon Barnett, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, age, disability, faith or socio-economic background. We believe that all children should be prepared for life in a multicultural and diverse society and we promote positive attitudes and interaction between all people. All children are encouraged to understand, respect and value the differing cultural and religious backgrounds of the school community. They are also encouraged to accept each other's abilities, disabilities and special needs.

Staff members have high expectations of all children irrespective of race, gender, faith, social background and disability. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will not tolerate any form of prejudice. Any incident of discrimination is openly and quickly investigated. We have clear procedures for dealing with such incidents.

At Mulberry Canon Barnett, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. Treating people equally does not necessarily involve treating them all the same and we always take account of differences of life-experience, outlook and background.

We aim to create a supportive and inclusive learning and working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit and need.

All staff members have a duty to act in accordance with this policy and treat pupils, colleagues and other members of the school community with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status. We also have a separate anti-bullying policy.

3. The School Values

Respect Independence Integrity Ambition Creativity Resilience

The school continues to develop the school values at the heart of its work so that children understand how to use their understanding of themselves to reflect on decisions and choices they have to make. We are teaching children to become independent enquirers so that they are motivated to read for information in the classroom and beyond, and are able to have greater control over what and how they are learning. With the increased focus on the PHSE curriculum, we believe that children's wellbeing is at the heart of the school and will enable our pupils to be effective learners and keep themselves safe.

4. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender disability, and socio-economic circumstances and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender, age and disability, without stereotyping;

- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own cultures and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions
Tower Hamlets' admissions arrangements are fair and transparent, and are anti- discriminatory.

Exclusions are only used as a last resort, when all other strategies have been exhausted, and all cases are considered individually. We closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

5. Equal Opportunities for Staff
This section deals with aspects of equal opportunities relating to staff at Mulberry Canon Barnett.

We are committed to ensuring equality of opportunity in our recruitment processes and all other aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and the stated Job Description and Person Specification, and in compliance with the law.

We are committed to developing the work place skills of all members of staff in a climate of mutual respect and personal responsibility.

Employer duties
As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

All posts for teaching and support staff jobs are advertised and we welcome applicants from a wide range of backgrounds. Any member of staff involved in recruitment will make decisions free of discrimination and are aware of their duties in regard to race, disability, religion or belief, sexual orientation, gender re-assignment, age, gender, pregnancy and maternity/paternity, marriage/civil partnership and socio-economic factors.

All members of staff involved in managing others are made aware of their responsibilities in promoting equality of opportunity.

Actions to ensure this commitment is met include**:**

- Monitoring recruitment and retention
- Performance management for all staff, entitling them to continued professional development opportunities which are closely linked to the SDP;

- Gathering sufficient information to enable us to ensure that any pay decisions made are free from discrimination;
- Aiming to create a positive working culture for pregnant staff and those with family responsibilities;
- Senior Leadership Team and Middle Leadership Team coaching to ensure equality of opportunity for all.

If flexible working is requested by a member of staff, the leadership team consider this request in the context of the impact on the effectiveness of the school and the service offered. If a member of staff with 26 weeks' continuous service has a child or cares for a child under the age of 17 (or a child under 18 who is registered disabled) then the Employment Rights Act 1996 (amended 2003, 2007 and 2009) applies. The Head teacher and the Governing Body monitor decisions relating to all requests for flexible working.

We also have an Equality and Diversity Policy for School Staff which should be read in conjunction with this policy.

6. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation the Equality Act 2010.

The action plan at the end of this Equality Plan outlines the actions Mulberry Canon Barnett will take to meet the general duties detailed below.

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation and we do not discriminate against staff, pupils or visitors to the school on the grounds of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief.

7. **Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parent surveys, parents' evening, Parent's Voice or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, and pupil surveys;

- Issues raised in annual reviews or reviews of progress on Individual Education Plans, mentoring and support;
- Feedback at governing body meetings.

7. Roles and Responsibilities The role of governors

- The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
- The Governing Body has set out its commitment to equal opportunities in this plan, and all other policies, procedures and practice, and it will continue to do all it can to ensure that the school is fully inclusive to all pupils.
- The Governing Body seeks to ensure that all appointments are made on the basis of merit and ability, in relation to the Job Description and Person Specification.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, family context, race, gender, special educational needs or disability.

The role of the Head teacher

- It is the Head teacher's role to implement the school's Equality Policy and Plan and she is supported by the Governing Body in doing so.
- It is the Head teacher's role to ensure that all staff are aware of the Equality Policy and Plan, and apply these guidelines fairly in all situations.
- The Head teacher ensures that all staff are aware of their responsibilities and are given appropriate training and support.
- The Head teacher ensures that all appointments panels give due regard to this policy plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- The Head teacher will provide an incident report to the governing body on a termly basis.

The role of all staff: teaching and support staff

- All staff will promote an inclusive and collaborative ethos in their classroom and throughout the school. They ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

- Teachers will provide numerous opportunities within and outside of the curriculum to ensure that all learners understand diversity from many different perspectives.
- All staff will challenge any incidents of discriminatory behaviour, and record any serious incidents, drawing them to the attention of the Head teacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.
- All staff will support and ensure curriculum access for pupils in their class for whom English is an additional language, for those who are new arrivals and for pupils who have additional needs.

8. Tackling discrimination

Harassment in relation to race, disability, religion or belief, sexual orientation, gender re-assignment, age, gender, pregnancy and maternity/paternity, marriage/civil partnership and socio-economic factors is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Discriminatory incidents are dealt with by the member of staff present, who calls on the support of someone from the Senior Leadership Team, where necessary. All incidents are submitted to the Local Authority and reported to the Head teacher as they occur, and the Head teacher reports to the Governing Body on a termly basis.

What is a discriminatory incident?

Harassment can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

The Stephen Lawrence Inquiry Report (1999) defines racism as:

> 'Conduct of words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its more overt form'.

Institutional racism is:

> 'the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethic people'.

A racist incident is:

> 'any incident which is perceived to be racist by the victim or any other person'.

These definitions can be applied to other forms of harassment.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group;
- Use of derogatory names, insults and jokes;
- Discriminatory graffiti;

- Provocative behaviour such as wearing discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats (direct or indirect);
- Incitement of others to discriminate or bully;
- Discriminatory comments in the course of discussion;
- The use of discriminatory language;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference;
- Refusal to co-operate with other people on grounds of race, gender, age, socio-economic circumstances, disability or sexual orientation.

Responding to and reporting incidents

At Mulberry Canon Barnett we have clear procedures to ensure that all discrimination and harassment is dealt with promptly, firmly and consistently. All staff, teaching and support, should view dealing with incidents as vital to the well-being of the whole school.

All discriminatory incidents must be reported immediately by recording and submitting them, using the Tower Hamlets incident form, and taking appropriate action, including discussing them with a member of the Senior Leadership Team. The incident forms are filed and the number and nature of incidents reported:

- Immediately to the Local Authority, and
- Termly to the governors via a report to the standards committee.

Names are not recorded on the form when it is returned to the LA and are not reported to the Governing Body, but should be added to the form before it is filed. Forms are filed in a folder in the Deputy Head teacher's office and are not placed in individual files.

When an incident involves children the following action is taken:

- Discussion with perpetrator/s and victim/s.
- Discussion with parents/carers of perpetrator/s and victim/s.
- Decision about severity of the incident and action to be taken, such as an apology, restorative work between those involved and/or the need to address issues with a wider audience (in a class or phase/key stage assembly).

Consequences may include sanctions such as exclusion from the class or playground for a fixed period of time.

When an incident involves member/s of staff the following action is taken:

- Discussion with perpetrator/s and victim/s.

Consideration of use of the school's disciplinary procedure.

When an incident involves member/s of the wider school community (parents or visitors to the school) the following action is taken:

- Discussion with perpetrator/s and victim/s.
- Consideration of banning from the school premises and/or referral to the police.

If pupils or parents report incidents outside the school, it may be appropriate to involve external agencies that provide help and advice. We will make available the contact details for reporting hate crimes and encourage and support use of these.

How do we support victims?

As with bullying, the victim may be fearful of the consequences of reporting a discriminatory incident. Victims must know that they will be listened to and have confidence in the way the school deals with these incidents.

- Victims will need an opportunity to express their own feelings and concerns to an appropriate member of staff.
- Victims may need some time away from the perpetrator.
- The victim will be consulted before any discussion/apology or restorative work between victim and perpetrator is undertaken.
- The victim's parents will be informed (where it is a child).

How do we deal with perpetrators?

All procedures should be carried out with the aim of not only correcting and holding the perpetrator to account, but also of demonstrating support to the victim/s. When dealing with perpetrator/s it is important to note that their discriminatory behaviour may reflect their own low self-esteem. We are clear that a discriminatory incident, particularly by a child, does not mean that a person is prejudiced. We are committed to our responsibility in educating all members of the community about equalities as this is how change is affected.

When an incident involves a pupil, the following action is taken:

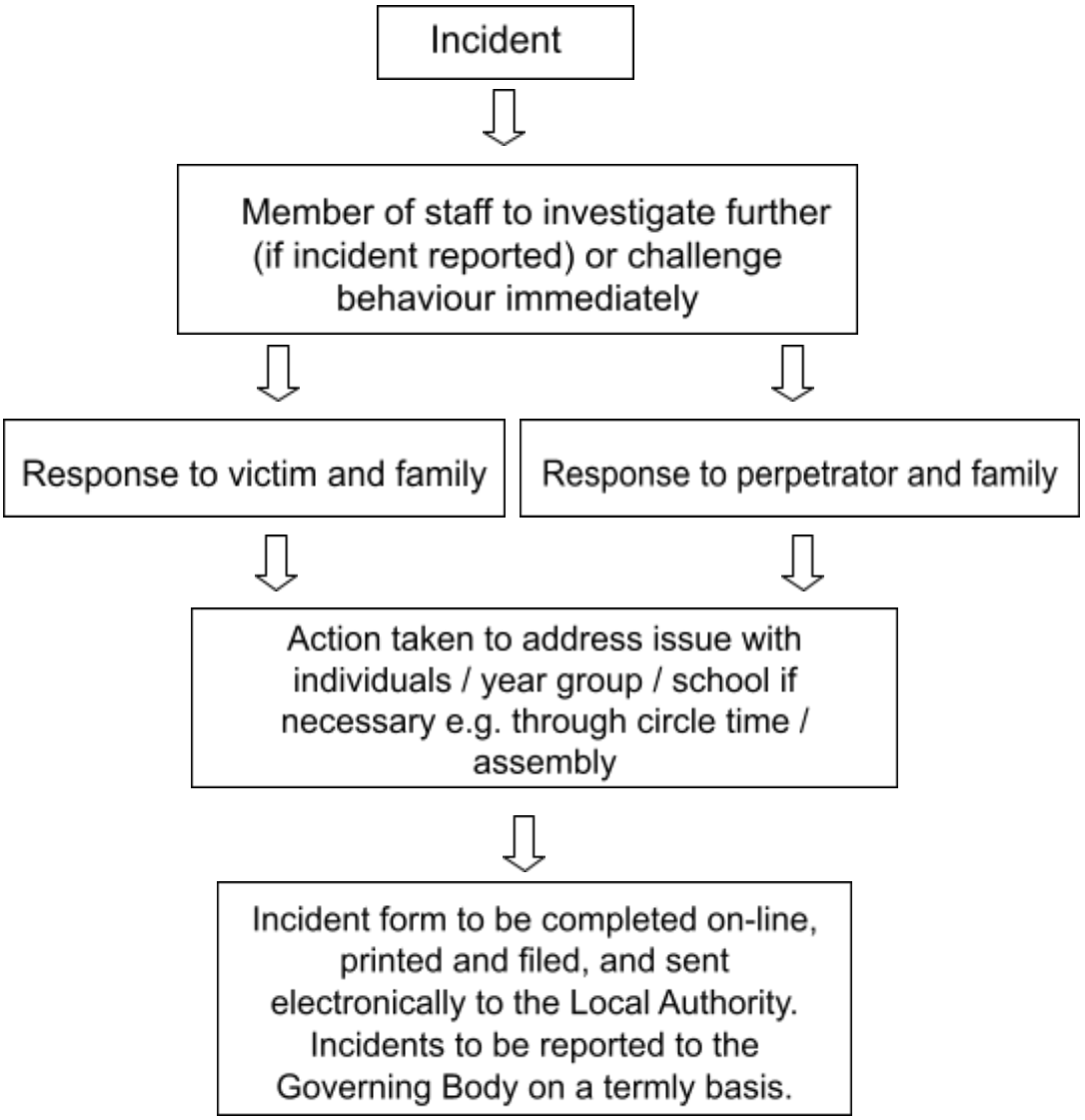
- Explain to the perpetrator/s why the behaviour is wrong and the consequences that will be given.
- Explain the school's view of such behaviour.
- Inform parents/carers of what has happened.
- Work with the perpetrator/s to apologise and to begin to repair the relationship with the victim/s.
- In the case of discriminatory graffiti, the perpetrator/s maybe asked to spend playtime removing it.
- In extreme cases, internal or fixed term exclusion may be used.

When an incident involves member/s of staff, the following action is taken:

- Discussion with perpetrator/s and victim/s.
- Consideration of use of the school's disciplinary procedure.

When an incident involves member/s of the wider school community (eg parents or visitors to the school), the following action is taken:

- Discussion with perpetrator/s and victim/s.
- Consideration of referral to the police.



9. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Policy and Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender, SEN, Free School Meals, Pupil Premium and disability to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

10. Publishing the plan

In order to meet the statutory requirement, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Equality Provision Map at Mulberry Canon Barnett Primary

Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Success indicators
Publish and promote the Equality Plan through the school website, and other methods including provision of a summary	Parent questionnaire Analysis of incident forms	DH	Sept	Incidents reported
Mark events throughout the year to increase awareness and understanding of different communities Agreement of major events to be included in annual calendar	Monitoring of use of annual calendar	Inclusion Team /Learning Mentor	Sept	Events have high profile across whole school community
To achieve the Unicef Rights Respecting Gold award	The award will be achieved The school environment will reflect a rights respecting ethos Children will be able to use the vocabulary of rights throughout a variety of contexts in the school.	SJ Bellerby	2023/24	Recognition of commitment achieved
Monitor and analyse pupil achievement by groups act on any trends or patterns in the data that require additional support for pupils Report findings to governors	Collation and analysis of data Pupil progress meetings	Deputy Head teacher/SLT	Termly	All groups making good progress
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school	Rights Respecting Ambassadors, Young Leaders, Pupil Parliament, Friendship Squad - representation monitored by Learning Mentor/Inclusion Team	SLT/LP and inclusion team	Annually	Diverse rights respecting ambassador membership Assembly contributions Fundraising

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Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Success indicators
Clubs promoted to increase participation of all groups. Support allocated as appropriate	Review of attendance and club registers	PE Leader	Sept	Groups proportionally represented in clubs
Events for parents/carers reflect community diversity	Monitor and review range of groups participating in events	Parent Support Partner	Termly	Events attended by parents/carers from different groups
Classrooms assessed and needs of children and staff with sensory impairments, working memory and speech, language and communication needs considered and appropriate adjustments made.	Adjustments regularly reviewed	DHT/SENCO/ Inclusion	Sept	Children with sensory impairments, working memory and speech, language communication needs make good progress and staff work effectively.
Indoor and Outdoor spaces and equipment are available for children with disabilities during break times	Observations of use of outdoor space Equipment use reviewed	DHT/SENCO/ Inclusion	Half termly	Children with disabilities included and enjoy break times
Ensure that the curriculum and assemblies encourage aspiration and reflect diversity	Monitoring of planning Lesson observations	Class Teachers (curriculum) / MLT & SLT assemblies	Termly	All groups of children participate confidently and have high aspirations
Ensure learning materials reflect different communities in relation to different groups	Review of resources	Curriculum and Subject Leaders	Half termly	Appropriate materials representing diversity
Ensure good quality, flexible and individualised teaching that enables all children to access the class curriculum.	Work scrutiny Pupil progress meetings Lesson observations	Inclusion / SLT	Termly	All children make good progress

Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Success indicators
Ensure that displays in classrooms and corridors promote diversity in terms of different groups	Learning walk environment focus	Phase Leaders SLT Subject leaders	Termly	Diversity of school groups reflected in display
All parents can access parent events and information	Parent feedback questionnaires Implementation of reasonable adaptations and adjustments to meet needs of particular groups	Parent Support Partner	As appropriate	Good attendance at parents evening and communication with parents
All staff recognise discrimination and know how to take appropriate action	Monitoring of reporting of discriminatory Incidents Training for staff	Inclusion / SLT	As appropriate	Staff demonstrate an increased awareness of equality and discrimination through practices and behaviours
All children have access to school trips	Audit of use practice and procedures to support inclusion of all children in trips	SLT/ Inclusion / Class Teachers	As appropriate	Reasonable adjustments are made for children to go on school trips (subject to risk assessments) Staff are confident organising trips that include all pupils
Appropriate transition arrangements are made for all children with identified needs, from year to year and from primary to secondary school	Use of transition plans Pupil questionnaires	SLT/ Inclusion / Class Teachers	May	Regular transition meetings and plans in place
School practices address issues of emotional and mental health through pastoral care	Referrals Tracking system Vulnerable Highlighting meetings	Inclusion team	As appropriate	Regular referrals made

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Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Success indicators
Greater and continued opportunities for children to visit a range of religious places to allow children to develop an understanding of how different religions worship	Monitor visits undertaken Book reviews- RE big books Pupil questionnaires	SLT/Inclusion Class teachers	Curriculum Map	Visits to range of religious buildings
Respect the beliefs (including but not exclusively religious beliefs) and religious practice of all staff, pupils and parents	Monitor discriminatory incidents Monitoring of PSHE big books	SLT/Inclusion	Termly	School practices show respect for beliefs and religious practices of the whole school community
Provide and reinforce positive images of disability	Library audit Review of planning Events Review of discriminatory incidents	SLT/ Inclusion Curriculum Leader	As appropriate	Children and staff demonstrate awareness of a positive view of disability
Ensure clear access is available to the entrances of the school and school remains accessible	Entrances kept free for access by wheelchair users and pushchairs Lift maintenance	Inclusion Leader Premises managers	Accessibility Plan Annually	Disabled children and adults have easy access to the school building
Provision made to meet the medical needs of children and staff (when considered a disability)	Care plans up to date. Medical needs register kept up to date. Medicines kept in medicine cabinet and regularly Checked. Records of medicine administered updated. Regular meetings with school nurse recorded	Inclusion Leader	June for Sept Admission interviews	Children with medical needs make good progress and staff work effectively

Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Success indicators
Ensure that all disabled pupils can be safely evacuated	Fire evacuation drills termly Regular review of PEEPS	SLT/ Inclusion	Sept After Fire drills	PEEPs Clear disabled ramps Evac-chairs available
Staff to be aware of children's disabilities and the associated barriers that are present in the school environment	Maintenance of inclusion profiles and register Exchange of information at transition points Pupil progress meetings Learning walks Lesson observations	Inclusion Lead/ Team Staff	Annual transition Inco / Teacher meetings	Children with disabilities making good progress and fully included in all aspects of school life Staff are confident and supported to meet children's needs
Children with disabilities given equal opportunities from their admission to school	Transition meeting and planning Transfer of records and information	Inclusion Lead /Team	Admission period	Children make good progress from the start of school

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Equality Action plan for 2022 - 2025

This action plan complies with the school's equality duties under the Equality Act 2010

Priority 1: Review the curriculum further to check that it sufficiently meets the needs of children with SEND or who are learning English as a new language **Overall Lead:** Headteacher			
Actions	**Person responsible**	**Date**	**Costs**
Create a schedule for monitoring the curriculum planning and implementation for SEND and EAL learners	All leaders	review termly and annually	
Provide CPD for teachers to share ideas for adapting learning activities to support independent and challenging learning for these groups	SENCO/SLT	on-going	
Priority 2: Evaluate the impact of Pupil Voice processes and adapt/extend as required to extend active participation and speaking to audiences **Overall Lead:** Headteacher			
Actions	**Person responsible**	**Start date**	**Costs**
Learning Mentor and HT to review schedule for pupil voice processes to ensure a cycle of discussion – issue – action - impact and	Headteacher/ LM	Every half term	
Further develop communication so that all staff, children and families are aware of projects that the children are working on	Headteacher/ LM	Every half term	
Build in more opportunities for children to share knowledge, goals and aspirations to a wider audience	SLT	Build into assemblies	

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Priority 3: To extend data evaluation to include ethnicity, EAL and SEND and to adapt provision as required to meet needs **Overall Lead:** Assessment Leader and SLT			
Actions	**Person responsible**	**Start date**	**Costs**
Assessment Lead to provide data evaluations for groups above and for teachers to adapt provision as required			