

## Equality Duty September 2021 Report

### HOW WE ARE COMPLYING WITH OUR GENERAL DUTY

#### 1. What we are doing to eliminate discrimination, harassment and victimisation and other conduct prohibited by The Equality Act 2010.

Equality training is part of the safeguarding training programme. All teaching staff follow the safeguarding training programme with modules being taken / updated annually biannually as appropriate - see safeguarding training schedule.

Termly, school looks at pupil groups in relation to achievement, behaviour and attendance and where patterns are seen, action is taken to redress any perceived imbalance.

School Governors are requested to complete equality training along with safeguarding training and, where governors are involved in the recruitment process, safer recruitment training.

#### 2. What we are doing to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it.

School building has a variety of features supporting 'barrier free' education for children with physical disabilities including ramp access to 4 points, lift servicing all 3 floors, wide corridors and a motorised changing bed.

Normalisation agenda present in the PHSE and Relationships learning modules as well as through 'British Values' weekly assemblies.

Name calling is not tolerated. In the rare instances of name calling that uses derogatory language that is directly targeting protected characteristics, swift action is taken.

Victims are given pastoral support and perpetrators receive targeted support (alongside consequences in line with the Behaviour for Learning Policy) in which the moral and legal aspect of their behaviour is explored. This is always delivered by senior school leaders. Reoffending is rare (all incidents are tracked in the school's safeguarding tracker - CPOMS). In the majority of incidents logged, language is used that the child has experienced in the wider world but has little real understanding of. Presenting their behaviour in a wider moral and legal context helps them to better understand the inappropriateness of their behaviour / the language used. Systems are in place for reporting deeper concerns / offer wider support to families should a child appear to have extreme views; however such pathways have not yet been needed.

#### 3. What we are doing to foster good relations across all protected characteristics.

Medlock is a fully integrated school community. There are 37 languages spoken in the homes of our community and all children are asked to share their cultures, faiths and traditions with each other. Space is provided for this within the curriculum and celebrations. Parents have reported to school that the 'inclusive variety' and 'international' nature of the school is a contributing factor in them choosing Medlock for their child(ren). This is further strengthened in the normalisation agenda (particularly the Mutual Respect and Tolerance strand) within the British Values weekly assemblies, PHSE curriculum and Relationships education.

## OUR CURRENT EQUALITY OBJECTIVES

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|---|
| <b>Objective 1 - Further Strength Diversity Across Staff Body</b>   |
| <ul style="list-style-type: none"> <li>• Encourage candidates from the community of South Manchester (where qualifications, person specification and job description parameters are met). Find local advertising platforms appropriate to the role as well as the established citywide and national platforms.</li> <li>• Continue to monitor all information on candidates to ensure a fair representation of the community of South Manchester is given an opportunity during recruitment - dependent on candidate engagement / candidates applying.</li> <li>• Ensure all interview panels are inclusive and representative of the school's community.</li> </ul>  |
| <b>Objective 2 - Normalisation Agenda.</b>  |
| <ul style="list-style-type: none"> <li>• Across the curriculum, assemblies and class discussions, inspirational figures studied and discussed represent a wide cross section of society ensuring pupils are presented with the achievements of people who have protected characteristics.</li> <li>• Reading Lead to ensure fiction and non-fiction texts available (in the AR library, guided reading texts and those books used to support curriculum delivery have wide representation so pupils can read about inspirational figures / characters and heroes that are just like themselves.</li> </ul>  |
| <b>Objective 3 - Reflect on adaptations that could be made to the building to support inclusion based on pupil body</b>   |
| <ul style="list-style-type: none"> <li>• Annual review looking at barriers presented by the building.</li> <li>• As part of transition, teachers continue to discuss adaptations already in place for pupils to effectively engage in their new environments, adaptations that will be needed considering new spaces and recommend developments / next steps based on achievements / new barriers.</li> <li>• As part of EHCP annual review, explicitly look at barriers presented by the building and the layout of school / classroom's to individual children.</li> <li>• SENDco to look at adaptations needed when pupils join the school - liaison with school office, parents and previous setting</li> </ul> |

## EQUALITY ACTION PLAN - HOW OUR EQUALITY OBJECTIVES WILL BE MET

| Equality Objective And...<br>Protected group this will affect or influence | How this objective will be met  | Timeframe                        | Who has responsibility                             | Progress to date |
|--|---|----------------------------------|--|------------------|
| 1. Further Strength Diversity Across Staff Body                            | Clear briefing for all members of each recruitment panel prior to each round of | Across all recruitment processes | Headteacher, Deputy Headteacher and Governing Body |                  |

|   |   |  |                                   |  |
|---|---|--|-----------------------------------|--|
|   | recruitment.<br>Careful consideration of the membership of a diverse panel.   |  |                                   |  |
| 2. Normalisation Agenda   | Teaching staff ensure implementation.<br>Curriculum has cultural figures reflecting a broad section of society embedded - Curriculum leaders to ensure. | Across the year with full review after each modules    | Class teachers<br>Subject Leaders |  |
| 3. Reflect on adaptations that could be made to the building to support inclusion based on pupil body | Timetabled review points.<br>Protocol set for new pupils.   | Autumn term set up<br>As appropriate through the year. | Inclusion Lead<br>Class teachers  |  |

## OUR ACCESSIBILITY PLAN

| <b>Aim</b>                                | <b>Actions to be Taken</b>   | <b>How success will be measured</b>   | <b>Person Responsible</b>                       | <b>Timeframe</b>   | <b>Outcomes</b> |
|---|--|---|---|--|-----------------|
| <b>Objective 1 Participation</b>          | Inclusion lead to monitor and support teachers so as to ensure all pupils, whatever their barriers, have as full access to the whole curriculum as is possible for them to have - the school is not a barrier. | Full participation  | Inclusion Lead                                  | Across the year matched the displayed needs / changes to need. |                 |
| <b>Objective 2 Physical Accessibility</b> | When issue is presented / identified action is taken immediately   | Identified physical barrier is removed and child / adult is better able to independently participate. | SLT, caretaker , school office, class teachers. | Across the year matched the displayed needs / changes to need  |                 |
| <b>Objective 3 Information Access</b>     | All information to be made available in a format that supports the inclusion of individual   | All staff report that they are able to fully access all information easily.                           | SLT and school office                           | Across the year matched the displayed needs / changes to need  |                 |