



Manchester  
Communication  
Primary  
Academy

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# Manchester Communication Primary Academy

## EQUALITY PLAN

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### Policy 2020

# Approval History

Approved By:	Date of Approval	Version Approved	Comments
PSG			
Academy Trust Board			

# Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/ Editor
	09/18		Changing Principle to Head Teacher		CF
	09/18				Alex Reed
	09/20				

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# Introduction

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Manchester Communication Primary Academy is dedicated to ensuring that all members of the academy community and the wider community are treated equally, fairly, and with respect by the organisation and by each other. This applies to the academy as a place of education, a business, and an employer. Prejudice, discrimination (direct or indirect), and victimisation are not tolerated, and we work hard to instil in our children a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The academy's main priority is to provide the best education and care that we can and establish a cooperative working relationship between home and the academy, so as to aid the development, progress, and needs of all the children in our care.

Recently, the global 'Black Lives Matter' movement has shone a light on areas in which we may expect or anticipate racial equality to be the norm, but in reality is not. This movement must sharpen our focus as a community and education providers to ensure that equality is not just intrinsic in all that we do, but that it is explicitly taught. MCPA's equality commitment relates to all of the protective characteristics, as does its inclusive curriculum.

This plan sets out how the academy will satisfy its duties under the Equality Act to eliminate all discrimination, harassment, victimisation and any other behaviour prohibited by the Equality Act 2010, to foster good relations between persons with and without protected characteristics and promote equality of opportunity regardless of whether a person has a protected characteristic (such as race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation). The academy aims to comply with this duty, in both the delivery of its services and the employment of its staff. It is written in line with the Equality Act 2010 and is the foundation of all the academy's other policies – particularly the **special educational needs policy**, **admissions policy**, **anti-bullying policy**, **exclusions policy** and the **behaviour policy**. All of which can be accessed on the MCPA website: [www.mcpacademy.co.uk/policies](http://www.mcpacademy.co.uk/policies).

*Through the creation of this equalities plan, we have been able to develop a better understanding of what the challenges to equality are within the academy and how we can best deal with these. The current summary of equality-based actions being undertaken by the academy is set out in annex A. This document will be reviewed annually in September, or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the academy and nationally.*

## Academy Profile

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The academy community is vibrant and diverse in terms of the children and staff which it is comprised of. The academy works hard to ensure that staff and children from any background, culture or religion are valued and respected. The academy's curriculum and assemblies highlight the value of diversity in terms of heritage, religion and family make-up. Children are taught the importance of tolerance towards people of all sexualities and genders – an approach which is also applied to staff through non-gender specific toilet facilities.

# Roles and Responsibilities

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Creating an academy environment which promotes equality and denounces discrimination is an academy-wide responsibility and requires all members of the academy community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the academy are expected to take responsibility for supporting and promoting equality in the academy above and beyond the responsibilities listed below. The head teacher has the day-to-day responsibility for coordinating the implementation of this scheme.

## **MCPA's local governing body**

The governing body will:

- undertake training in their role as the people with strategic oversight and implementation of the equality act in school.
- create and approve this document with the help of the head teacher and other stakeholder and ensure that is adopted correctly throughout the academy
- ensure the academy complies with all equality legislation and the academy's equality objectives
- monitor and evaluate the effectiveness of the equalities plan annually and make any amendments to improve on the plan when and where necessary
- nominate a named governor to oversee the implementation of the equalities plan, monitor equality outcomes, and regularly report back to the rest of the governing body
- ensure that parents are informed of any incident related to this scheme which could directly affect their child
- report to parents, carers, and the wider community on the progress of the academy's equality plan through this document.
- oversee the development of the curriculum, ensuring that it is inclusive and teaches the value of protected characteristics.

## **The head teacher and senior leadership team**

The head teacher, with the support of the rest of the senior leadership team, will: promote the single equalities plan both within the academy and externally to the rest of the community

- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in the academy
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

## **Staff**

Academy staff will:

- ensure that they are up to date and aware of the contents of this plan and the academy's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the academy's behaviour and anti-bullying policy

- show a commitment to undertake development and training within this area
- engage with the academy in eliminating any discrimination and act as a good example to children
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, children, or any other member of the academy community, so that these incidents can be reviewed, and action taken where necessary.

## **Pupils**

Pupils at the academy will:

- engage with the academy in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in the academy and off the GMAT site
- report to staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the academy's behaviour and anti-bullying policy
- set a good example regarding behaviour and social awareness to younger pupils and their peers.
- through the academy council: support the review of the equality plan.

## **Parents, carers, and visitors**

Parents, carers, and visitors to MCPA are expected to:

- familiarise themselves with the academy's single equality plan and support the scheme by promoting a positive attitude towards equality at home
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the equality plan
- work with the academy to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality plan when visiting the academy.
- through the parent focus group: support the annual review of the equality plan and equality objectives.

## **Key Groups at Risk**

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Whilst MCPA recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- Race
- Disability

You can find all the information about our academy's SEN provision including our provision for inclusion [and reasonable adjustments] in the academy's SEN policy, SEN Information Report and the academy's accessibility plan

- Gender and transgender
- Religion or belief
- Sexual orientation

# Promoting Equality and Social Awareness in MCPA within the Local Community

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## A Nurturing school

MCPA is undertaking the ‘nurturing schools award’, this means that our ethos and decision making are underpinned by the 6 principles of nurture.

- Children’s learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.

## The curriculum

In July 2019, an audit and review of the MCPA curriculum was undertaken by a cross-academy working group, chaired by Nazia Bashir, Deputy Headteacher for the Quality of Education. The focus of this review was ensuring that the academy’s curriculum, resources and texts are representative of its community. The review identified a range of opportunities to promote more role-models from BAME backgrounds, which have now been implemented. This can be found on the curriculum page of our website.

In 2020–21, the focus of this working group will be on widening the scope of this review to cover all of the protected characteristics.

## Community cohesion

The academy expects all its students and staff to act respectfully towards members of the wider community that the academy is part of.

The Greater Manchester Academies Trust provides a broad range of community events and activities in which children, their parents and members of the community work and or learn together.

## Inclusion

Promoting and practising inclusion in lessons, around the site, during all activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the academy’s SEND policy.

## Pupil voice

Through our support of our pupil council, we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community. This includes the academy council which is made up of child representatives from each year group.

## Recruitment

MCPA is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation. MCPA acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to. MCPA adheres to the recruitment processes policies which are proscribed by the GMAT and overseen by the trust HR team.

## Staff

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### Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the academy will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the academy reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce including the duty to make reasonable adjustments;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### Staff discipline and suspension

MCPA is committed to ensuring that all staff are treated fairly and consistently and anyone not adhering to these values is held to account through the GMAT staff discipline, conduct, and grievance policy (a copy of which can be sought from the GMAT HR team by emailing [HR@mca.manchester.sch.uk](mailto:HR@mca.manchester.sch.uk))

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The performance development policy (can be seen on the GMAT website) provides more information on how the academy monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the academy and that they will trust the academy to deal with their grievances fully, promptly, and fairly. The academy puts great faith in all its employees and hopes never to have to discipline anyone as a result of misconduct.

## Behaviour, exclusions and attendance

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The academy behaviour and exclusion policies ([www.mcpacademy.co.uk/policies](http://www.mcpacademy.co.uk/policies)) takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from academy for evidence of over-representation of different groups and will take action to address any concerns that arise in this area.

## The PHSE Curriculum

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PHSE is taught for 1 hour per week from Y1 upwards. The curriculum, alongside assemblies ensures that children have a good understanding of cultural diversity; develop a sense of what it means to have British Values; become tolerant and respectful of people from all walks of life and understand the value of diversity.

## Monitoring and Review

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This single equality plan will be reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the academy community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in the academy by staff and pupils, and whether there is any need for extra training or development sessions across the whole academy to ensure it is promoted and implemented as much as possible.

Information will be gathered through:

- identification of children and young people, parents, carers, staff and other users of the academy representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children's and young peoples' views, actively sought and incorporated in a way that values their contribution;
- uptake of the extended academy offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

Termly, the head teacher will provide monitoring reports for review by the governing body. These will include:

- progress against targets relating to equality and future plans
- academy population
- recruitment and retention
- key initiatives.

## Outcomes

One of the most important indicators of how successful we are in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review.

## Equality impact assessments

Impact assessments are carried out as part of the review of all policies and assess whether academy policies or plans are having a negative or adverse, or positive impact on groups and individuals within the academy community. This process is conducted by the SLT and governors with input from the parent focus group and academy council.

## Signed by:

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**Chair of Governors:**

**Date:**

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**Head Teacher:**

**Date:**

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**Review Date**

September 2021

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## ANNEX A - Equality action plan for 2020-21

Protected Characteristics	Action to be taken	How it will be monitoring	Who is responsible for implementations	Timeframes	Early Success Indicator
All	Publish and promote equality plan on website, newsletters etc	Include reference in annual survey of parents/ staff	Head teacher	Ongoing with review after survey	Staff aware of aims of policy and implement them throughout academy. Parents acknowledge plan and question impact in survey
All	Monitor and analyse pupil achievement and attendance by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Achievement and attendance data analysed by race, gender and disability	Head teacher / Governing body	Termly	Analysis of teacher assessments / attendance data demonstrates the gap is narrowing for equality groups
Disability	Integrate and deliver a disability sport in every year group in PE to promote integration and understanding.	PE curriculum monitoring	PE lead	This year	Pupil voice Learning walks show good engagement. PE engagement data shows positive results.
Sexuality/ Gender	Implement the new RHSE curriculum in 2020-21	PHSE curriculum monitoring.	PHSE lead	This year	Children show a better, age appropriate understanding of sexuality and gender identity

## ANNEX B – Equality Action Plan Impact for 2019-2020

Protected Characteristics	Action to be taken	How it will be monitoring	Who is responsible for implementations	Timeframes	Early Success Indicator	Impact/ review
All	Publish and promote equality plan on website, newsletters etc	Include reference in annual survey of parents/staff	Head teacher	Ongoing with review after survey	Staff aware of aims of policy and implement them throughout academy. Parents acknowledge plan and question impact in survey	In place – but continue to implement
All	Monitor and analyse pupil achievement and attendance by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Achievement and attendance data analysed by race, gender and disability	Head teacher / Governing body	Termly	Analysis of teacher assessments / attendance data demonstrates the gap is narrowing for equality groups	In place – but continue to implement
Religion	Provide reasonable adjustments for children to be able to engage with religious observances such as fasting and praying.	Child feedback	Head teacher	2018-2020	Children are able to engage with religious observances as they wish to.	In place – will continue and can be removed from the plan
Sexuality/Gender	Alternative changing facilities to be offered for children changing for PE which ensure total individual privacy.	Engagement with sports.	Head teacher	2018-19	Children offered alternative individual spaces in which to change for sports.	In place, children no longer change – will continue and can be removed from the plan