



MORDA C of E PRIMARY SCHOOL

Document Type: POLICY DOCUMENT

Title: SINGLE EQUALITY POLICY

Reference:	GEN-12	Version:	1	Page 1 of 7	
Prepared By:	Head Teacher		Approved By:	Chair of Governors	
Reviewed and Confirmed by Governing Body:			22-Jun-17	Issue Date:	22-Jun-17

REVISION HISTORY

Version	Issue Date	Summary
1	22-Jun-17	First Issue in New Format

1. POLICY STATEMENT

- a. In accordance with Morda CE Primary Schools Christian values we pledge:
 - ✓ to respect the equal human rights of all our pupils;
 - ✓ to educate them about equality; and
 - ✓ to respect the equal rights of our staff and other members of the school community.

- b. We will assess our current school practices and implement all necessary resulting actions in relation to:
 - ✓ ethnicity,
 - ✓ religion or belief,
 - ✓ socio-economic background,
 - ✓ gender and gender identity,
 - ✓ disability,
 - ✓ sexual orientation, and
 - ✓ age.

- c. We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
 - ✓ ethnicity,
 - ✓ religion or belief, and
 - ✓ socio-economic background.

2. STATUTORY REQUIREMENTS

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Shropshire Council procedure for recording incidents involving pupils in schools.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

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The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

3. COMMUNITY COHESION

3.1. Local Community

3.1.1. Housing: Morda is a small former mining village on the edge of medium size town. Housing in the centre of the village is dominated by post war social housing. New estates have been built in recent times most of these properties are owner occupied but there are also some housing association properties. Surrounding the village are larger country properties. The school also attracts families from the larger houses in south Oswestry for whom Morda is the closest school.

3.1.2. Focal Points and Community Activity: The main focal points for the community are the school, the Methodist chapel, the Miners Arms, The Village Hall and attached social club. The community is not very active in terms of events or other group activities. New playgrounds have recently been built which are reasonably popular with young people.

3.1.3. Deprivation Indices: ONS statistics show the area has broadly average deprivation scores which reflect the mix of housing.

3.1.4. Ethnic Diversity: The local population is almost entirely white British. There is a small number of families in the school with backgrounds other than white British.

3.1.5. Social Diversity: The area is socially diverse with a substantial area of social housing, several affordable housing developments and more expensive properties. This has led to a profile of relative wealth and education similar to the national picture (see ONS).

3.1.6. Religious Diversity: Work in school has shown that the local community is largely secular with a small number of families attending worship regularly. However most families come from a Christian background, are happy to attend church on special occasions and keen for the school to develop their children's spiritual awareness (see School Forum minutes). We have a small number of children from



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Hindu, Jewish, Jehovah's Witnesses and unspecified religious backgrounds

3.2. National Context

On the western edges of a large rural county, Morda is geographically distant from any more diverse communities, which tend to be found in and around larger cities. Its proximity to Wales means there are a lot of cross border ties. There has been historic tension between white Welsh and white English groups which can lead to violence. Irish Traveller and Roma Gypsy families are often present in the county although not normally in the local area. There is entrenched suspicion and prejudice towards these groups in rural areas like Shropshire.

There is evidence of right wing extremist activity in the region with the BNP holding a meeting with French National Front leader Jean-Marie Le Pen in a border village not far from Morda some years ago.

Economically the area is faring well compared to the national picture. The region is socially diverse without the large areas of deprivation found in other parts of the country. There, however many pockets where issues are concentrated.

3.3. Global Context

Shropshire is a land locked county with no international airport and few global links. Economic activity (with the exception of Telford) is focused on agriculture largely feeding the people of Britain. There are few historic links such as those found in Britain's ports and great cities. As a result the area has not moved very far on from the post imperial attitudes of decades gone by. Immigration from eastern Europe has had some impact on the area.

3.4. Implications For Community Cohesion Planning

The school should ensure that:-

- Staff and governors have a shared understanding of community cohesion and the analysis the school has developed.
- The small numbers of children from different religious and ethnic backgrounds do not suffer discrimination

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- The self esteem of these children is not damaged by a sense of exclusion
- The achievement of these children does not suffer because of the above
- The children from white British backgrounds develop an understanding of diversity within wider British society.
- All children develop an understanding of religious diversity in a national and global context
- All children develop attitudes of openness, curiosity and tolerance towards cultural, ethnic, religious and social diversity

4. RESPONSIBILITIES

The Governing Body shall appoint a Link Governor (name available from the Clerk to Governors) to take the lead, but the governors as a whole are responsible for:-

- Drawing up, publishing and implementing the school's equality objectives
- Making sure the school complies with the relevant equality legislation; and
- Ensuring the school Equality Scheme and its procedures are followed
- Monitoring progress towards the equality objectives and reporting annually

The Head Teacher is responsible for:-

- Making sure steps are taken to address the school's stated equality objectives;
- Making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- Producing regular information for staff and governors about the plans and how they are working;
- Making sure all staff know their responsibilities and receive training and support in carrying these out; and
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.
- Dealing with reports of prejudice-related incidents.

All staff are responsible for:-

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;

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- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

Visitors and contractors are responsible for following relevant school policy.

5. STAFF DEVELOPMENT

Staff will receive training on the duties set out in the Equalities Act and to familiarise them with this scheme. All staff meetings and professional development activities present opportunities to address equalities issues.

6. PUBLICATION AND REVIEW

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors will publish it on the school website and provide a printed version on request.

The scheme will be kept under regular review for annually in the Summer Term and updated as required..

7. REPORTING PROGRESS AND IMPACT

A report on progress and actions taken will be published by the Governors at the end of each school year. Evidence will be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

8. HOW WE CONDUCT EQUALITY IMPACT ASSESSMENT

This section outlines our process for monitoring the potential impact of school practice in terms of:-

- ethnicity,
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- gender and gender identity,
- disability,
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The school analyses the following data annually for evidence of negative impacts on different groups detailed above within the school:-

- ✓ Raiseonline
- ✓ Internal tracking
- ✓ Racist incidents

The school also seeks the views of children via school council, staff, parents and governors. An annual report on equalities produced by the Head Teacher is presented to governors, including a review of the equalities objectives and recommendations for future targets.

Equality objectives identified by this process should be included in the three-year plan in Section 10 below, or in the School Development Plan as appropriate.

Evidence of this process can be found in governors' rolling agenda and minutes of governors' meetings.

9. HOW WE CHOSE OUR EQUALITY OBJECTIVES

Our equality objective-setting process has involved gathering evidence as follows:

- i. From the equality impact assessments listed in Section 8 above, and
- ii. By involving relevant people (including disabled people) from the start in the following way:-
 - ✓ parental survey,
 - ✓ school council meetings.

The evidence is then analysed in order to choose objectives that will:-

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
 - ethnicity,
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**APPENDIX 1
SINGLE EQUALITIES ACTION AND ACCESSIBILITY PLAN 2016 - 2019**

Strand	Action	How will Action be monitored?	Who is responsible for implementation?	What are the timescales?
All	Develop Annual Impact Assessment Report and present to governors. Report to include data and survey evidence allowing further objectives to be set.	Governors Learning & Educational Performance Committee	Head Teacher	Jan 2017
Disability	Create system to ensure disabled parking and toilet facilities are fully available and functioning	Full Governors	Head Teacher & Caretaker	Jan 2017
Community Cohesion	Current curriculum provision is good but need a system to ensure community cohesion is embedded in teaching and learning and is not neglected	Governors Learning & Educational Performance Committee	Head Teacher	Jan 2017