

Equality Information and Objectives



Martins Wood Primary School
Autumn 2024 to Autumn 2025

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1. Aims

At Martins Wood Primary School, 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, disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Martins Wood Primary School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

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 will continue to develop this plan by using the following sources of information to ensure participation from all stakeholders:

- Input from staff surveys
- Input from parent/carer surveys
- Feedback from the school council on children’s attitudes to self and school
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, education health care plans, mentoring and support
- Feedback from Local governing body meetings

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

3. Roles and responsibilities

The local governing body has set out its commitment to equal opportunities in this plan. They will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability. They will strive to ensure that no child is discriminated against whilst in our school on account of their race, sex or disability
- Seek to ensure that people are not discriminated against when applying for jobs at our school on the grounds of race, gender or disability
- 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
- Delegate responsibility for monitoring the achievement of the objectives to the Headteacher

Martins Wood Primary School has an equality link governor. They will:

- Meet with the designated members of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues The Headteacher will:
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness
- Monitor success in achieving the objectives and report back to governors Our designated member of staff for equality, the Head for Inclusion, will:
- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor once a term to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff, both teaching and non-teaching will:

- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

What is a discriminatory incident?

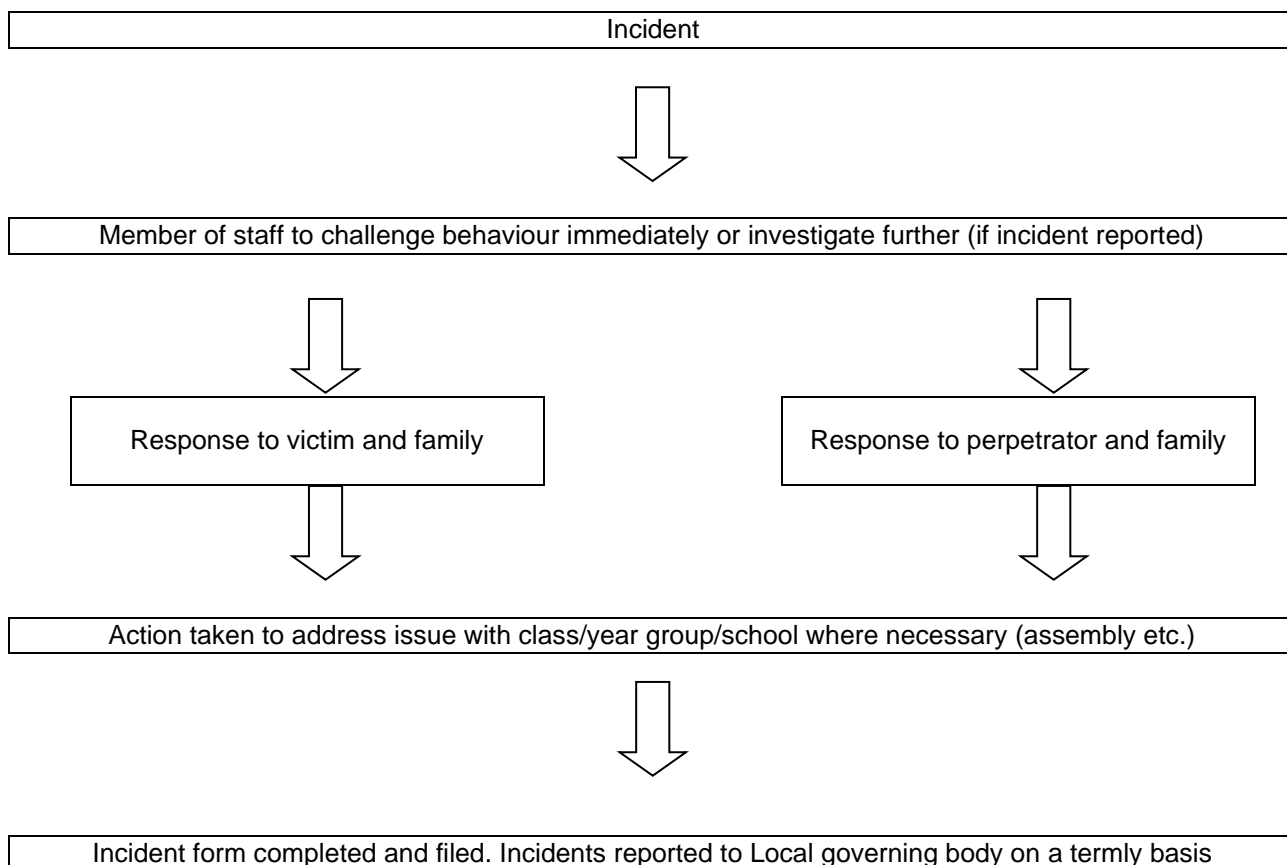
Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socioeconomic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incidents that can occur:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
 - Use of derogatory names, insults and jokes
 - Racist, sexist, homophobic or discriminatory graffiti
 - Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
 - Bringing discriminatory material into school
 - Verbal abuse and threats
 - Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
 - Discriminatory comments in the course of discussion
 - Attempts to recruit others to discriminatory organisations and groups
 - Ridicule of an individual for difference e.g. food, music, religion, dress etc.
 - Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation
- Responding to and reporting incidents:

All staff, both teaching and non-teaching should view dealing with incidents as vital to the wellbeing of the whole school. Our procedure for responding to and reporting incidents is outlined below:



5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. ensuring children who are Jehovah's Witnesses do not need to partake in activities related to Christmas)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of extra-curricular activities) In fulfilling this aspect of the duty, the school will:
 - Collect attainment data each academic year showing how pupils with different characteristics are performing
 - Analyse the above data to determine strengths and areas for improvement and implement actions in response where required
 - Make evidence available identifying improvements for specific groups (e.g. declines in racist incidents)

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Relationships, Health and Sex Education (RHSE), but also activities across the wider curriculum. For example, our termly 'House

Afternoons' encourage the children to build and develop relationships with others who they ordinarily would not be working alongside

- Holding assemblies that deal with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Admissions and Exclusions:

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Admissions to the school are coordinated by the Local Authority admissions team.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Opportunities for Staff:

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

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. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or reevaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

8. Equality Objectives

Objective 1: To publish and promote Martins Wood School's Equality Duty through the school's website, newsletter and staff/governor meetings.

Why we have chosen this objective: To ensure that the school's commitment to Equality is transparent and appropriately promoted within our community

To achieve this objective we plan to:

-Share the Equality Duty with all stakeholders

- Update the Equality duty annually, and share changes with all stakeholders
- Review the objectives every four years as a way of monitoring and sharing the impact of actions carried out

Timeframes:

Published on website by: May 2023

Shared with Staff: Staff Meeting, Summer Term

Shared with Parents: June Newsletter

Objective 2: To ensure our curriculum promotes role models/heroes that reflect our school's diversity with whom our children can positively identify.

Why we have chosen this objective: We wish to reflect the national push to promote diversity of representation when fostering our pupils' ambition and aspiration. **To achieve this objective we plan to:**

- Review current curriculum coverage linked to significant events/times of year for different groups
- Invest in reading materials which feature diverse characters
- Link opportunities to further explore cultural diversity to the children's personal development (through RHSE lessons, assemblies, house afternoons etc.)

Timeframes:

Ongoing: Summer Term 2023 to Summer Term 2024

Objective 3: To recognise and represent the talents of pupils within each of the protected groups in our Faculty Led 'Highly Able' programme, ensuring representation within each session fully reflects the school's population.

Why we have chosen this objective: When completing case studies for different groups of learners, we found that we could incorporate the expertise of individual faculties to further enhance the provision for our highly able learners.

To achieve this objective we plan to:

- Plan and deliver 'Highly Able' sessions linked to all areas of the curriculum (on a half-termly basis, led by Faculties)
- Monitor the groups of learners who attend these sessions (Class Teachers and Head for Inclusion)

Timeframes:

Ongoing: Autumn Term 2023 onwards

Objective 4: To further develop our fair and transparent recruitment process by providing training on equal opportunities and non-discrimination to those involved.

Why we have chosen this objective: To ensure those involved in the recruitment process have a full understanding of the legal requirements.

To achieve this objective we plan to:

- Provide training opportunities as they arise, to staff and governors involved in the recruitment process
- 'Two Ticks Positive' on job adverts and job applications to make explicit that we welcome interest and applications from all individuals

Timeframes:

Updated job adverts and applications: by May 2023

Training ongoing – Summer Term 2023 onwards

9. Monitoring arrangements

The Head for Inclusion will update the equality information at least every year.

This document will be reviewed by the Headteacher and local governing body at least every 4 years.

This document will be approved by the local governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment