

Martins Wood Primary School

Equality Scheme

Contents

1:	Vision and Values	3
2:	School Context	4
3:	Legal Background	5-5
4:	Roles and Responsibilities and Publish Information	7-9
5:	Engagement – Participation and Involvement	10
6:	Using information, Equality Impact Assessment, data...	11
7:	Our School's Equality Priorities	Error! Bookmark not defined.
8:	Setting Equality Objectives Action Plan	Error! Bookmark not defined.

1: Vision and Values

Our equality vision and the values that underpin school life

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 or socio-economic background.

We aim to promote and 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.

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 tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

At Martins Wood believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Policy into practice

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 and disability 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 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 culture and celebrate the diversity of other cultures;
- Seek to involve all parents/carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

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.

2: School Context

The characteristics of our school

Martins Wood Primary School is a large 3FE school with a diverse community on the outskirts of Stevenage.

The table below represents a breakdown of the school community in the academic year 2019/20

Characteristic	Total	Breakdown
Number of pupils	726	49.9% Female 50.1% Male
Number of staff	104	91.3% Female 8.7% Male
Number of governors	10	50% Female 50% Male
Religious character		Non - denominational
Attainment on entry	70.7%	On track to reach GLD
Stability of school population	84.1%	
Pupils eligible for FSM	14.4%	
Deprivation factor	0.18	
Disabled staff	0	No declared disabilities
Disabled pupils (SEN)	10.6%	SEN Support 10.2% SEN EHCP 0.4%
Disabled pupils (no SEN)	0	
BME pupils	18.3%	
BME staff	1	1.0%
Pupils who speak English as an additional language	8.7%	
Average attendance rate	96%	
Significant partnerships, extended provision, etc.		Stevenage Educational Trust, Stevenage Borough Football, Stevenage Creative Network, Cambridge partner school, University of Hertfordshire.
Awards, accreditations, specialist status		Stonewall School Champion, Equalities Award, Artsmark Gold, St John's Ambulance, Music Mark, NODA, ICT Mark, School Games Gold.

3: Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

-

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Specific Duties of the Act (*Public Sector Equality Duty - PSED*) requires the schools to:

- Publish, annually, information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- *age (for staff only)*
- *disability*
- *ethnicity and race*
- *gender (sex)*
- *gender identity and reassignment*
- *pregnancy, maternity and breast feeding*
- *religion and belief*
- *sexual orientation*

Disability

At Martins Wood Primary School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. Specific needs that may need to be addressed to help overcome the difficulties presented by a disability might normally be addressed through an Individual Support Plan which would be regularly reviewed with input from specialist advisers.

Community Cohesion

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

The school has a detailed Community Cohesion Strategy.

4: Roles and Responsibilities and Published Information

Chain of accountability

The Governors, supported by the Headteacher and staff, are responsible for ensuring the implementation of this scheme.

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Managers and key staff will report to the Headteacher on actions and progress.

There will be an annual report on equality and diversity to the Governors meeting. This would normally be an element of the headteacher's report unless there is an issue within the school which requires greater discussion.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	All of these are the designated joint responsibility of the Headteacher and the Governing Body.
Disability equality (including bullying incidents)	
SEN/LDD (including bullying incidents)	
Accessibility	
Gender equality (including bullying incidents)	
Race equality (including racist incidents)	
Equality and diversity in curriculum content	
Equality and diversity in pupil achievement	
Equality and diversity – behaviour and exclusions	
Participation in all aspects of school life	
Impact assessment	
Engagement /Stakeholder consultation	
Policy review	
Communication and publishing	

Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes

Published Information

This Policy along with the Equalities Action Plan will be available upon request in line with our policy for all such documentation..

At Martins Wood School we will update the Equalities Plan annually and advise parents through our newsletter.

Commitment to action

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

Headteachers and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Contribute to managing the implementation of the school's equality scheme
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that all staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies, holding staff accountable for their behaviour and providing support and guidance as necessary
- Provide appropriate role models for all staff and pupils
- Highlight good practice from individual staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively
- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard

All staff: teaching and non-teaching will:

- Contribute to consultations and reviews
- Raise issues with headteacher and senior staff which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

All parents/carers will:

- be encouraged to actively support our School Equality Scheme
- have access to our School Equality Scheme in a range of formats e.g hard copy available from school office and electronic version available on website
- be informed of those incidents related to this Scheme which may directly affect their child

All pupils will:

- be fully aware of our School Equality Scheme and how it relates to our school code of conduct and behaviour policy
- be expected to act in accordance with the School Equality Scheme

5: Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

In drawing up this scheme we have drawn upon the considerable work that has already been carried out by the school in creating the existing equalities policies. At Martins Wood this has always involved extensive consultation and discussion with stakeholders including parents and pupils.

When identifying future actions through this scheme we will we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisation

: Using information – Equality Impact Assessment, data and other information

Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Evaluating the impact in terms of the outcomes

Equality Impact Assessments (EQIAs) help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life. We might carry out an assessment of how the school responds to a particular group such as an ethnic minority within the school or we might analyse the performance of a vulnerable group in comparison to school, local and national data. This assessment will enable us to understand the impact that our strategies are having and identify ways in which we might further improve our provision.

The above checklist will be considered by relevant stakeholders as part of the regular review process for this policy.

Martins Wood Equalities Action Plan 2019-20

Equality Objectives	Protected Characteristic	Target Group	Action	Measurable success indicator	Timescale	Review date
----------------------------	---------------------------------	---------------------	---------------	-------------------------------------	------------------	--------------------

To improve the attendance of children with SEN	SEN	Pupils with SEN with attendance below 90% in Autumn 1 st half 2019	Contact families to identify appropriate strategies to improve attendance— walking bus, early drop off, breakfast club etc. Rewards – attendance cup, stickers, certificates.	Attendance to improve for each of the 9 target pupils – <i>not named on web version-</i> measured every half term	2019 - 20	July 2020
To further increase and enhance staff and pupils' understanding of homophobia, biphobia, transphobia (HBT) and gender equality through our work as a Stonewall champion.	Gender Sexual orientation Gender identity and reassignment	All staff and pupils	Staff training on HBT and gender equality in the following areas: Creating a trans-inclusive classroom, Gender in the classroom, Equipping staff to celebrate difference and challenge homophobia in the primary classroom. Assemblies and subsequent discussions based on the 'Free' resource from Stonewall. Behaviour policy reviewed to ensure it reflects best practice in these areas.	Active engagement demonstrated during training by staff and pupils Consistent approach taken and modelled by staff	2019-20	July 2020
To increase access to the curriculum for children with SEMH needs	SEN	Pupils who have SEMH needs	New nurture room set up to provide access to a calm specialised learning environment for children who struggle to access curriculum in their normal classroom environment. Timetable support Access to social skills programmes Additional specialised staff appointed. Range of specialised resources	There will be a reduction in the number of incidents in class, disruption to other pupil's learning, internal exclusions and children being removed from class. Reduction in physical incidences towards staff and peers.	2019-20	July 2020