



MARTONGATE PRIMARY SCHOOL

POLICY AND PRACTICE IN RELATION TO THE PUBLIC SECTOR EQUALITY DUTY

2018

Martongate Primary School is an inclusive school where we believe that all members of our community are of equal worth. We demonstrate our commitment to this by prioritising the well-being and progress of every child in our school and by striving to ensure that all members of our community are treated fairly in all situations.

Our approach to equality is based on the following 7 key principles:

- **All learners have an equal right to a high quality education**
We identify and remove barriers to ensure that equality of opportunity lies at the very heart of all that we do.
- **We recognise, respect and value difference**
We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.
- **We foster positive attitudes and relationships**
By actively promoting positive attitudes and mutual respect between groups and communities.
- **We foster a shared sense of cohesion and belonging**
We work hard so that all members of our school community feel respected and share a sense of belonging within the school and wider community.
- **We observe good equalities practice for our staff.**
Our policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- **We have the highest expectations of all our children.**
We expect that all pupils can make good progress and achieve to their highest potential
- **We work to raise standards for all pupils**
We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

WHAT WE ARE DOING TO FOSTER GOOD RELATIONS

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHCE and across the curriculum.
- We use materials and resources that reflect the diversity of the school population and the wider community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We teach children about the contribution of different cultures to world history in a way that promotes positive images of different groups of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.
- We include equalities matters on our website and in our newsletters to parents and carers.
- We encourage children to actively participate in the development of their school through Class Councils, School Council, Sports Ambassadors, Play Leaders and a wide range of jobs and duties that give a sense of ownership and belonging.
- We engage with parents in a wide variety of ways including information sharing events, welcoming events, social and cultural events.
- Wherever possible we take children into the community or bring the community into school so that their learning is contextualised by, and integrated into the broader community.

WHAT WE ARE DOING TO ELIMINATE DISCRIMINATION, HARASSMENT AND VICTIMISATION

- We take account of equality issues in relation to admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We work within the terms of the Reasonable Adjustment duty for disabled pupils, staff and visitors to ensure access and participation for all.
- All appointments are made with due regard to our duty to avoid discrimination of any sort.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief.
- The school policies on behaviour and exclusions take full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.
- The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. We keep a record of different prejudice-related incidents and provide a report to the Governing Body about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them.

WHAT WE ARE DOING TO ADVANCE EQUALITY OF OPPORTUNITY BETWEEN DIFFERENT GROUPS

- We know the needs of our pupils very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions procedures.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and numeracy skills.
- We collect, analyse and publish a range of data sets in respect of a broad range of groups
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We provide support to pupils at risk of underachieving.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

TEACHING AND SUPPORT STAFF

All teaching and support staff:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils
- Support different groups of pupils in their class through differentiated planning and teaching and learning
- Keep up-to-date with equalities legislation relevant to their work.

VISITORS

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

SPECIFIC ISSUES IDENTIFIED 2017 - 2018

INFORMATION / COMMUNICATION

1. Ensure that translation tool is incorporated into website design
2. Hold face to face meetings with difficult to reach and parents who may find written communication difficult
3. Head, Deputy and Pastoral Support on Playground 8.40 to 9.00 every day
4. Parent Support Adviser to make house calls

BUILDINGS AND GROUNDS

1. Access to the mobile classroom including toilet
2. Access to disabled toilet needs to be kept clear at all times.
3. Need to improve access to building in bad weather (puddling)
4. Playing surfaces, e.g. playground, to be checked on a daily basis by 1440 before use, e.g. litter, glass, holes etc.