



## Equality Information and Objectives 2022-2023

St Martin's School Equality Information and Objectives are published in accordance with the Public Sector Equality Duty (PSED): Equality Act 2010

### **1. How we aim to eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the equality Act 2010.**

At St Martin's School we are fully aware of the requirements of the Equality Act 2010. We understand that it is unlawful to discriminate, treat people less fairly or put them at a disadvantage. We ensure that all staff are clear about the requirements of the Act and have sight of the school's Equality and Diversity Policy. This policy is available on the school intranet and website. Staff are reminded of their responsibilities at Staff Meetings. Equality responsibilities are also explained at staff induction.

We have an overarching ethos which promotes equality, which is contained within everything we do. Our policies and practices reflect this.

We have appropriate policies and practices which deal promptly and effectively with all incidents of bullying and harassment (see school Behaviour and Anti-bullying Policies which are published on the school website). We keep records of incidents and notify all those affected of actions taken. We specifically record racist incidents and make yearly reports to the Local Authority.

We provide ongoing training to ensure staff uphold our policies and practices (see CPD records and Staff Meeting minutes). There is a Staff Code of Conduct which supports staff in understanding their duty to uphold all agreed policies and procedures. There are clear procedures for dealing with any breach in procedure/staff discipline.

Our Complaints Policy clearly sets out how we deal with any complaints by parents.

### **2. How we aim to advance equality of opportunity between people who share a protected characteristic and people who do not share it.**

We keep accurate and up-to-date data about our pupils which allows us to be aware of any protected characteristics and use this to analyse the performance and experience of pupils who share protected characteristics.

Specifically, we track the progress and attainment of boys/girls, pupils who have English as an Additional language and pupils with Additional Educational Needs. This tracking takes place across all year groups and is subject to rigorous scrutiny by school leaders and governors. Thereby, we act upon any academic concerns for pupils in terms of protected characteristics. We also collect data covering other aspects of school life. This information allows us to set clear objects to advance equality, which are reviewed annually and new objectives set.

**3. How we foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.**

St Martin's School is fully inclusive; we welcome all pupils equally. We have a culturally diverse school community where difference is celebrated and children of different backgrounds work and play together in a positive way.

We embed equality within the whole school curriculum, using PSHE and RE in particular, to promote understanding of difference and to challenge prejudice. Children have regular opportunities to discuss and debate topics, and also to talk about and resolve differences. Within the class, SMSC is developed and fundamental British values are promoted.

School assemblies are used as a time to promote good relationships, foster tolerance and develop friendship. Assemblies use a range of stories from different faiths and religions, as well as other moral stories and activities, to enhance understanding of a range of religions and cultures.

The curriculum is enhanced by visits within the local and wider community as well as visitors coming in to school. Through these, children are able to gain a wider perspective and experience of the community in which they live. Curricular weeks enable topics such as bullying, cultural awareness and keeping safe to be explored in depth.

We are an open, welcoming school where *all* stakeholders are made to feel valued as part of our school community. Teachers, senior leaders, office staff and support staff are all active in promoting positive communication and good relationships with parents and other adults.

We endeavour to make school communications as accessible as possible by sending out information in the form of fliers (rather than more formally written letters). The school website and school Facebook page further support in sharing information within the parental community.

## Equality Objectives 2022-2023

Area	Objective	Actions	Resources	Timescale	Success Criteria	Impact Review
Outcomes for all	To improve outcomes for all pupils, particularly for those with SEND.	Our Teaching and Learning Strategy is implemented to ensure appropriate support for SEND and appropriate delivery of learning for all to maximise progress Personalised plans in place to support those with SEND Carefully planned and evaluated intervention programmes Check in opportunities to ensure children have retained learning	CPD for staff STLS SLT time (data analysis)	By July 2023	Outcomes for all children, including those with SEND, are good	By the end of KS2 the attainment gap between SEN and Non-SEN has begun to close in most subjects except English Writing (attainment gap of 51% between SEN and Non-SEN). As such, this continues to be an area for focus. Progress for pupils with SEN was accelerated between KS1 and KS2 for all subjects except Writing. At KS1, the attainment gap between SEN and Non-SEN can be seen in English and Maths and adaptive teaching to ensure best progress for pupils with SEN is important.
Curriculum	To further refine our curriculum to ensure that equality and diversity are fully reflected and to promote and develop understanding of unconscious bias in own practice and proactively seek opportunities to challenge unconscious bias in planning, teaching, activities, interaction, CPD, etc	Review gaps in the curriculum to ensure any unconscious bias is illuminated Review the collective worship schedule to ensure this supplements and compliments the curriculum to ensure diversity and equality are high profile and that protected characteristics are taught	Subject/curriculum leader time Texts/trips/experiences that celebrate diversity/address gaps	By July 2023	The curriculum and wider opportunities develop pupil understanding and appreciation of diversity and equality	The curriculum has been revised to ensure balanced coverage in terms of gender, race, culture, removing unconscious bias wherever possible. The collective worship schedule has been revised to address gaps and to supplement the rich curriculum. This now needs to be fully implemented and reviewed for impact in its second year of implementation.

Gender	To further challenge the gender gap through gender-neutral pedagogies. We will continue to provide quality of education for all with a specific focus on raising aspirations, equal and equitable opportunities with a particular focus on the progress and attainment of boys by the end of KS2.	Careful tracking of boys' progress Planned provision Carefully planned and evaluated intervention programmes as appropriate Check in opportunities to ensure children have retained learning	CPD SLT time (data analysis)	By July 2023	Attainment of boys matches boys nationally	Nationally, by the end of KS2 girls continue to outperform boys at the expected standard in all subjects, except for maths where boys performed slightly better (1% difference). This is similarly reflected in data for St Martin's, with girls outperforming boys in all areas, however including Maths. Nationally, the biggest difference in the gender gap is within Writing, which reflects our school data, though this gap is larger at St Martin's compared to national (a 51% gender gap, compared to 8% nationally*). *The Year 6 cohort was girl-heavy with 3 girls to every 2 boys.
--------	---	---	---------------------------------	--------------	--	---

These are our specific and measurable Equality Objectives. They are based on our analysis of data and other evidence. They focus on those areas where we have agreed to act to improve equality and tackle disadvantage. We will regularly monitor the progress we are making to meet our equality objectives. Objectives will be reviewed annually.