



Equality Information and Objectives 2023-2024 - REVIEW

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 2023-2024

Area	Objective	Actions	Resources	Timescale	Success Criteria	Impact Review
Outcomes for all	To improve outcomes for all pupils, particularly for those with SEND and particularly in English Writing.	<p>Our Teaching and Learning Strategy is implemented to ensure adaptive teaching strategies and appropriate support for SEND and appropriate delivery of learning for all to maximise progress</p> <p>Personalised plans and Pastoral Support Plans in place to support those with SEND</p> <p>Whole-class, group and 1:1 Thrive sessions delivered as required</p> <p>Carefully planned and evaluated intervention programmes</p> <p>Check in opportunities to ensure children have retained learning</p>	<p>CPD for staff</p> <p>STLS</p> <p>SLT time (data analysis)</p>	By July 2024	Outcomes for all children, including those with SEND, are good and the gap between SEN and Non-SEN closes.	Results at KS2 SATs for writing show that the gap between SEN and Non-SEN for writing is decreasing. In the previous academic year (2022-2023) the gap was 51%, which reduces to 26% this academic year, despite the high levels of SEN in this Year 6 cohort (33% SEN). Across the rest of the school, monitoring shows effective adaptive teaching is having a positive impact on progress of those with SEN, though the teaching of writing still requires further develop to secure higher percentages of pupils reaching age-related expectations.
Curriculum	To ensure our curriculum is well-implemented so that equality and diversity are embedded across the curriculum. Promote and develop an understanding of unconscious bias in own practice so that we can proactively seek opportunities to challenge unconscious bias in planning, teaching, activities, interaction, CPD, etc	<p>Monitor the implementation of the curriculum, ensuring this is in line with medium and long term plans and that planned content is well-delivered so that pupils learn about a range of historical figures, cultures, beliefs etc.</p> <p>Embed the new 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</p>	<p>Subject/curriculum leader time</p> <p>Texts/trips/experiences that celebrate diversity/address gaps</p>	By July 2024	The curriculum and wider opportunities develop pupil understanding and appreciation of diversity and equality	The curriculum is delivered in line with medium and long term plans. This, alongside the revised collective worship schedule, is supporting pupils developing understanding of diversity and equality. The collective worship approach to teaching diversity and equality now needs embedding in its third cycle of the new schedule.

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' Writing 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 2024	Attainment gap at KS2 for writing closes	This objective has not been met and the focus on closing the gender gap in writing remains an area of focus. The introduction of Drawing Club in Year R (in its second year of implementation) and Curious Quests in Year 1 aims to address the gender difference from an early age.
--------	--	---	---------------------------------	--------------	--	--

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.