



Equality Statement

and Supporting Material

Person responsible for policy: Headteacher

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Introduction

New Marston Primary School is committed to promoting equality and respect regardless of age, disability, financial circumstances, sex, gender reassignment, marriage and civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity.

This statement should be read alongside the New Marston Equality Statement, Accessibility Statement and Dignity at Work Policy.

Principles

We follow the National Curriculum Inclusion principles:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

The principles of the River Learning Trust are:

- **Commitment to Excellence**; striving for the best educational experience through continuous improvement
- **Everyone Learning**; creating and taking opportunities that enhance lives through evidence based practice supporting adult and pupil learning
- **Respectful Relationships**; acting with care, integrity, and fairness in all we do

What is Disability Equality and how does the Equality Act impact on schools?

Under the Equality Act there is a requirement for public sector bodies, including schools, to promote equality for disabled people in every aspect of their work. Schools need to take an organisational approach to formulating policy and practices, which positively promote disability.

The Equality Act 2010 introduced a single Public Sector Equality Duty (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements.



In carrying out their functions, public bodies are required to have due regard to the need to:

- **Eliminate discrimination**
- **Advance equality of opportunity**
- **Foster good relations**

This duty requires schools to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. The duty does not just apply to disabled pupils; it applies to any non-educational services schools provide. The duty applies also to parents, members of staff, visitors to the school, local community members and to potential pupils of the future.

Schools can implement the general duty by actively reviewing all their policies, procedures and planned access improvements to remove barriers, with a view, for example, to greater recruitment and retention of disabled staff, greater participation of disabled pupils, disabled parents and community members.

What are the specific duties?

The specific duties require schools:

- **To publish information to demonstrate how they are complying with the Public Sector Equality Duty**
- **To prepare and publish equality objectives, and (optional) an equality plan**
- **To prepare and publish an accessibility plan**

Schools need to update their published information at least annually and to publish objectives at least once every four years. The River Learning Trust has produced supporting material for its schools to prepare an accessibility plan.

Leadership and Management in our Schools – a commitment to inclusion and equality

A clear ethos is set by the local governing body and the school leadership, which reflects the schools' commitment to equality for all members of the school communities. The school advances equalities of opportunity through positive and proactive approaches to valuing and respecting diversity.



Governors 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.

The school leadership works in partnership with others to eliminate all forms of oppressive behaviour; prejudice related incidents and discrimination.

All members of the school community, including pupils, parents, community and staff are consulted and contribute to the development and review of relevant policy documents. The school ensures the involvement of governors and takes positive action to enable consultations and contribution of all.

The evaluations of plans and policies are used to set equality objectives and address equality issues. The development of teaching and the curriculum are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school, local, UK and global community.

The Local Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation and ensures that the policy, related procedures and strategies are implemented. The Headteacher will also ensure that all staff are aware of their responsibilities under the policy.

Equality Objectives

Schools are required to have Equality Objectives showing how they are planning strategically and the impact this has over time following the duties of the Equality Act 2010. These general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

The school understands the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. The Equality Act defines 'protected characteristics' as disability, race, religion or belief, sex, sexual orientation, gender reassignment, and pregnancy and maternity. We also welcome our duty under the



Education and Inspections Act 2006 to promote community cohesion. We also recognise gender identity as a characteristic to be protected.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Essential Documents and Useful Links

All schools should have the following documents:

- [Implementing the Disability Discrimination Act in Schools and Early Years' Settings](#)
- [Promoting Disability Equality](#)

Further guidance is available on the [Equality and Human Rights Commission](#) website.

A list of [useful links](#) is available in Appendix D

Equality Objectives

New Marston

Date Objectives set: Sept 2020

Following an audit of equalities in our school, the governing body has agreed the following Equality Objectives:

*There is no prescription about the **number** of objectives. Your objectives may cover **Teaching, learning and curriculum; Equity and Excellence for All; Community Engagement and extended services.***

	Equality Objective and success criteria	Time scale	Actions to be taken	Aims of the Equality Duty (Circle the aim that applies)	Protected Characteristics (Tick the groups to which it applies)
1	<p>Teaching, learning and the curriculum</p> <p>All pupils will have access to a range of activities which develop their personal talents, interests and skills regardless of background.</p> <p>100% of pupils from a Pupil premium or SEND group will access an extra-curricular activity</p>	<p>Within 12 months</p> <p>Within 2 years</p> <p>After 4 years</p>	<p>Electives programme embedded with cost removed as a barrier for clubs</p> <p>Particular priority given to pupils with SEND to develop skills which support their profile and planning.</p> <p>Role models shared from a variety of backgrounds, where possible in person, to inspire and educate all pupils.</p>	<p>Eliminate unlawful discrimination</p> <p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Race</p> <p>Disability</p> <p>Sex</p> <p>Religion or Belief</p> <p>Sexual Orientation</p> <p>Age</p>



2	<p>Community engagement</p> <p>All parents will engage in the school community events and feel their community is represented and welcomed.</p> <p><i>The PTA, staff and/or governing body will include a representative of at least 7 nationalities.</i></p>	<p>Within 12 months</p> <p>Within 2 years</p> <p>After 4 years</p>	<p>A range of events for parents on offer</p> <p>Re-establish the PTA and ensure the working group represents the school community</p> <p>Consideration of the equality objective when recruiting staff</p> <p>Monitoring of attendance at events</p>	<p>Eliminate unlawful discrimination</p> <p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Race</p> <p>Disability</p> <p>Sex</p> <p>Religion or Belief</p> <p>Sexual Orientation</p> <p>Age</p>
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Equalities Plan

Appendix B

Introduction

Our School is committed to ensuring that pupils and families will be treated equally, regardless of race, disability, sex and gender, religion or belief, sexual orientation, age and gender identification. This also applies to staff, governors and visitors.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers



- Children or staff who are gay or lesbian
- Pupils or staff who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment
- Pupils and staff who identify other than their birth gender

The school identifies certain groups in relation to pupil achievement, to ensure no group is falling behind. These are: age, gender, PP status, SEND status, EAL status, previous attainment status.

What sort of school are we?

We are a richly diverse and inclusive school, taking pupils from all parts of the world, with 29 first languages spoken and a large proportion of EAL pupils (c50%) and being highly linguistically diverse. We have 24% pupils registered as SEN and 20% receiving the pupil premium and we have a large proportion of parents in higher professional jobs, such as doctors and academics. Our curriculum is designed to meet all needs and promote cultural capital, which we believe to be a moral imperative. Being within Oxford City, we benefit from a rich cultural, historical and geographical context, which we draw from to enhance the learning experiences for children. All of these opportunities have been planned into our new curriculum. Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our school values. They are used to ensure that we give our students appropriate and ambitious opportunities. Our curriculum reflects our vision and has the same academic, technical and vocational ambitions for all learners. Where this is not practical – for example, for some learners with high levels of SEND – our curriculum is designed to meet their needs, whilst remaining ambitious. Our ‘Nurture Room’ is designed to facilitate pupils with mental health needs in accessing the curriculum and our Hearing Base enables hearing-impaired pupils to access the full curriculum.

Our pupil mobility is high and our school community also includes travellers, refugees and asylum seekers.

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion



- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

School's Commitment to Equalities

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The school recognises that Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

Priority Success Criteria	Action to be taken	Lead Staff	Additional Resources, Budget	Milestones	Monitoring and evaluation summary
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Eliminate discrimination	Continue to monitor incidents that may be described as homophobic, racist, sexist, bullying, transphobic or humiliation.	RV	Ongoing training for staff to enable swift identification of any incidents, including training on the anti bullying policy.	12 months	
Further advance equality of opportunity	<p>Ensure all pupils have access to electives and opportunities are provided for those pupils who need to develop specific skills (SEND) or might not get the opportunity (PP)</p> <p>Inviting in successful role models with talents and skills, from a range of backgrounds.</p>	<p>RV BW</p> <p>AL RV BW KH</p>	Budget for electives Professional coaches for some electives	12 months	
Continue to foster good relations	Inclusive events and working parties within the school that represent our whole school community	SD KM	Release time KM and SD for events planning and liaising with the new PTA	12 months	



Appendix C

Establishing, maintaining and developing a school culture and ethos

New Marston aims to:

- *Celebrate diversity/equality*
- *Celebrate achievement*
- *Promote positive attitudes towards disabled people, through restorative practice and role models*
- *Promote positive attitudes towards people of different ethnic groups/religions etc, through role models and restorative practice*
- *Involve pupils, parents and staff that represent the school community and a diverse range of backgrounds*
- *Promote high expectations for all*
- *Demonstrate sensitivity to pupils with disabilities, with individual plans and discussions with all pupils on equity/their needs*
- *Communicate behaviour expectations*
- *Ensure that it welcomes applications for school places and jobs from all sections*

Preventing and dealing effectively with bullying and harassment

New Marston aims to:

- *Recognising that the groups covered in this policy are more vulnerable to bullying and harassment*
- *Communicate to pupils, parents and staff its abhorrence of all forms of bullying and harassment*
- *Ensure that incidents are reported and addressed swiftly and effectively*
- *Record, analyse and report bullying and harassment on grounds of race, sex, disability, sexual orientation etc.*

Listening to pupils, staff, parents and others

New Marston aims to:

- *Hear the student voice - school council, prefects and pupil surveys*
- *Actively seek staff views and listen to staff concerns - wellbeing lead, staff surveys, appraisals*
- *Seek the views of parents - parent surveys, visibility on the gate and before/after school*
- *Ensure it encourages, enables and hears the full range of views including those with disabilities*

Equalising opportunities

Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, New Marston aims to:



- *Ensure school uniform is affordable and have adequate second hand stock*
- *Avoid putting parents under unnecessary financial pressure, asking for contributions for trips and managing the number of trips*
- *Promote the take-up of extra-curricular opportunities by provided mainly free after school clubs*
- *Ensure that its charging policy is appropriate*
- *Monitor take-up of extra-curricular opportunities ensuring that a range of pupils attend*

Informing and involving parents and carers

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, New Marston aims to:

- *Explain how the school operates - face to face welcome meetings. All new parents must have a 'show around'*
- *Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs, including dojo which translates information for parents if needed*
- *Encourage parents to let the school know if they have a particular disability or other need*
- *Encourage parents to discuss their concerns*
- *Ensure that parents understand how well their child is progressing*
- *Explain how parents can help their child at home*
- *Explain how parents and others can help in school*
- *Encourage parents to join the PTA and/or governing body*
- *Ensure there is a translate tool on our website*

Welcoming new pupils and helping them to settle in effectively

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year, New Marston aims to:

- *Ensure a happy start to the school at normal times*
- *Ensure effective school transfer and induction mid-year*



- *Ensure that extra help is given to pupils who find change of school challenging*
- *Ensure well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school*

Addressing the full range of learning needs

Recognising that some of the groups covered in this policy are more likely to under-achieve, New Marston aims to:

- *Ensure the curriculum is relevant for all*
- *Ensure appropriate teaching styles and classroom organisation*
- *Use prior knowledge when planning*
- *Provide training all staff so they can support pupils with specific needs*
- *Track pupil progress & Identify those under- performing*
- *Promote and maintain higher attendance - strategies & monitoring are regularly reviewed*

Supporting learners with particular needs

Recognising that some of the groups covered in this policy are more likely to have particular needs, New Marston aims to:

- *Plan to address needs through a pupil profile and regular reviews*
- *Ensure language support is available as required*
- *Support students through tutoring/mentoring schemes (peer)*
- *Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission.*

Making the school accessible to all

NMPS aims to:

- *Meet the needs of pupils, staff and others with physical disabilities*
- *Meet the needs of pupils, staff and others with other disabilities*
- *Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities*



- *Identify further developments to address outstanding issues where these constitute reasonable adjustments*

Ensuring fair and equal treatment for pupils

Recognising that the school needs to ensure that its policies and practice do not discriminate, directly or indirectly, against pupils in the school, NMPS aims to:

- *Ensure a fair admissions procedure*
- *Assess the implications uniform requirements have on pupils and modify them where appropriate*
- *Accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example)*
- *Ensure that the implementation of uniform and other policy is sufficiently flexible to accommodate the needs of pupils undergoing gender reassignment*
- *Monitor the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others*
- *Ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively*

Ensuring fair and equal treatment for staff and others

Recognising that the school needs to ensure that its policies and practice do not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school, New Marston will:

- *Ensure non-discriminatory recruitment and employment practices*
- *Promote dignity at work*
- *Encourage the development of all staff*

Encourage participation of under-represented groups

Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups, New Marston will:



- *Recruit governors' representative of the pupil population and/or community*
- *Encourage the widest participation in Parents and Friends Association (PTA) activities*
- *Support individuals and community groups to express their case on matters affecting themselves and their community*

Monitoring and Evaluating the policy

Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation, New Marston will:

- *Train all staff & governors*
- *Consult pupils, parents and staff on how the policy is working and how it could be improved*
- *Monitor and review practice*
- *Carry out impact assessments to evaluate practice*
- *Report to governors*
- *Report to parents and pupils*