

The Federation of St Martin's and Seabrook Church of England Primary School Equality Information and Objectives Statement – January 2024

Guided by the Equality Act 2010, the Public Sector Equality Duty and the Church of England's guidance *Valuing All God's Children* (The National Society), this Equality Statement reflects our Christian vision and values, with **respect, dignity and love** at its heart.

We believe that:

- Every person is made in the image of God and is unconditionally loved by God.
- Everyone is of equal worth and should be treated with dignity, compassion and respect.
- Our schools are places where all can flourish academically, socially, emotionally and spiritually.
- Each person, in all their unique difference, should be able to thrive, irrespective of physical appearance, race, religion or belief, gender, sexual orientation, gender identity, disability, neurodiversity, socioeconomic background or academic ability.

In line with *Valuing All God's Children*, we actively seek to ensure that difference is celebrated, that inclusion is intentional, and that discrimination, prejudice and bullying of any form are never tolerated.

1. Our General Duties

- The Governing Body of The Federation of St Martin's and Seabrook Church of England Primary School is committed to promoting equality and diversity and eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- By recognising and appreciating individual needs and differences the school will be broadly representative of the communities it serves and be a place where children and staff will thrive – physically, mentally, socially, and spiritually.
- We aim to advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it. This will be achieved by implementing equal opportunities and diversity practice across the three dimensions of the School: as an employer; an educator; and a resource of the local community. We will ensure that the whole school community is aware of this policy, including our equality information and objectives, and publish it on our website.

2. Our Legal Duty

We welcome our duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED) to:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between people who share a protected characteristic and those who do not
3. Foster good relations between different groups

Protected characteristics under the Act include:

- Disability (including long-term health conditions and neurodiversity)
- Race and ethnicity
- Religion or belief
- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity (staff)
- Age (staff)
- Marriage and civil partnership (staff)

In addition, we recognise and support other vulnerable groups, including (but not limited to):

- Pupils with special educational needs
- Pupils with English as an additional language
- Looked After Children and previously looked after children
- Young carers
- Pupils from low-income households
- Gypsy, Roma and Traveller pupils
- Children from military families

We also recognise our duty under the Education and Inspections Act 2006 to promote community cohesion, and our responsibilities under international human rights conventions.

1. Meeting the Publish Equality Duty

To meet our general and specific duties, we will:

- Publish equality information annually (Appendix A)
- Set, publish and review equality objectives at least every four years (Appendix B)
- Collect and analyse data relating to protected characteristics across:
 - Admissions
 - Attendance
 - Attainment and progress

- Behaviour and exclusions
- Prejudice-related incidents

We use this information to:

- Evaluate the impact of policies and practices
- Identify and address inequality and barriers
- Inform equality objectives and the Accessibility Plan
- Support continuous improvement

2. Core Equality Principles

Fulfilling our duties, we are guided by the following principles:

- All learners are of equal value
- Diversity is recognised, respected and celebrated
- Positive relationships and a strong sense of belonging are actively fostered
- Inclusive practice underpins teaching, leadership and governance
- Barriers to learning and participation are identified and removed wherever possible

Addressing Prejudice-Related Incidents

The Federation has a zero-tolerance approach to prejudice-related incidents, including racist, disablist, homophobic, biphobic and transphobic behaviour or language.

- All incidents are recorded and addressed promptly
- Incidents are reported in line with Local Authority guidance
- Pupils and staff receive education and training to prevent prejudice and promote understanding

3. Core Statements

In fulfilling our legal obligations, we will be guided by five core statements:

- All learners are of equal value.
- We recognise, welcome and respect diversity.
- We foster positive attitudes and relationships, and a shared sense of belonging.
- We observe good equalities practice, including staff recruitment, retention and development.
- We aim to reduce and remove existing inequalities and barriers.

4. Addressing Prejudice Related Incidents

Our school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority using their guidance material.

5. Roles and Responsibilities

Governing Body

- Approves and monitors this Equality Statement and objectives
- Ensures compliance with statutory duties
- Engages with the school community to identify and address barriers

Executive Headteacher

- Provides strategic leadership for equality and inclusion
- Ensures staff training and awareness
- Promotes clear expectations for behaviour and conduct
- Ensures systems are in place to record and respond to incidents

Staff

- Deliver an inclusive curriculum
- Treat all members of the community with respect and fairness
- Identify and remove barriers to learning
- Record and report prejudice-related incidents

Parents, Carers and Community

- Work in partnership with the school
- Support inclusive values and practice
- Share concerns or suggestions constructively

Pupils

- Treat others with kindness and respect
- Challenge discrimination with support
- Contribute to a positive, inclusive school culture

Monitor and Review Equality Information (appendix A) will be updated annually.

- Equality information is updated annually
- Equality objectives are reviewed at least every two years
- Progress is reported to the Governing Board

Appendix A Equality Objectives Objective

Objective	Action	Success Criteria
Full inclusion of pupils with disabilities in all aspects of school life	- Find out how the condition may impinge on school life for each child with disability eg, unable to hear fully or needing regular monitoring of sugar levels. - Discuss with parents and specialist professionals, what needs to be put in place to overcome any barriers. - Provide or deploy adequate resources to enable the above - Ensure staff are trained where necessary. - HT and Governors to take account of any financial implications when budgeting.	No incidents of children with disability being excluded through lack of school action.
Objective	Action	Success Criteria
Ensuring pupils with SEND make strong progress from their starting points	- Keep register of pupils with SEN and those on the cusp who may need monitoring – regularly review the list. - Teachers, SENCO and HT discuss what support each child needs to help them progress (whether quality first teaching or interventions). - Provide or deploy adequate resources to enable the above. - Regularly review pupil progress and impact provisions. - HT and Governors to take account of any financial implications when budgeting	In year and end of year assessments show SEN pupils make progress in line with non-SEN children.

Objective	Action	Success Criteria
Reducing disadvantage for pupils from low-income households	- Keep a register of pupils with Pupil Premium funding. - Ensure the Pupil Premium funding is targeted to those specific pupils in a way that makes a difference to their academic and social outcomes. - Monitor attendance of pupils in receipt of Pupil Premium to	In year and end of year assessments show Pupil Premium pupils make progress in line with non-Pupil Premium cohort.

	ensure it is on a par with their peers. • HT and Governors to monitor the success of this objective.	
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Objective	Action	Success Criteria
Promoting diversity awareness and community cohesion in a less diverse context	• Include objectives and actions to promote diversity awareness in the school improvement plan. • Include objective and actions to promote the role of the school and its pupils within the local community in the school improvement plan.	Governor monitoring visits for school improvement plan will include assessment of success of actions through discussion with pupils, understanding their awareness of diversity.