

EQUALITY DUTIES FOR SCHOOLS – September 2022

The Equality Act 2010 replaces all of the previous anti-discrimination acts and regulations which went before it and brings all of the requirements together in one place.

Under this Act schools have two duties

Schools have a general duty to

- a) **eliminate** discrimination, harassment and victimization on the basis of any of the protected characteristics
- b) **advance** equality of opportunity between people who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between people who share a relevant protected characteristic and persons who do not share it.

They also have a specific duty

- to **publish information** which shows how they are meeting their general duty (outlined above). This must be updated annually
- to **prepare and publish** one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

The following are protected characteristics

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity
- Sexual orientation

Mayflower Federation Statement on Equality

Mayflower Federation is committed to equality both as an employer and a service-provider. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity or orientation.

We are committed to

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

This statement meets our specific duty to publish information every year which sets out how we are doing this.

Please also see our Accessibility Plan.

Part 1: How we are meeting our equality duty to advancing equality, eliminate discrimination and foster good relationships

The information and data provided shows that we consider advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

Training

- All staff have been inducted and trained into the school ethos of high expectations for equality and equal treatment of all people regardless of background.
- Safeguarding (including internet safety) identifies the responsibility of all members of the school community to be responsible for the welfare and well-being of every child, regardless of background.

Record keeping and monitoring

- We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We keep a record of prejudice related incidents and bullying.
- We keep a record of exclusions pertaining to the above

Policies which particularly contribute to the promotion of equality

- School Behaviour Policy
- Anti-bullying and harassment (including cyber-bullying and prejudice-based bullying)
- Special Educational Needs Information Statement
- Complaints Procedure - sets out how we deal with complaints relating to our school.
- Staff discipline and grievance
- ICT & E-safety Policy
- Teaching and Learning Policy
- Relationship and Sex Education Policy
- PHSE and Wellbeing Policy
- Accessibility Plan

Curriculum

- Contains highly positive and memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development. For example, pupils take part in the London Thames Festival, children visited the Natural History Museum, School productions at Christmas and across the year, School concert for children learning to play musical instruments.
- Includes a broad range of areas of study within Citizenship, PSHE and Well Being Education, to eliminate discrimination, harassment and victimisation. For example, working on the Educate and Celebrate programme across the school, weekly assemblies with PSHE themes and a focus on attendance, regular circle time sessions in class.
- Uses culturally diverse and rich texts in class teaching, including: LGBT+ friendly texts that celebrate difference in all forms; and texts with culturally diverse characters.
- Encourages children to think about the world in which they live and to broaden their understanding of others' beliefs, cultures and faiths. For example, celebrating different faiths through RE lessons, and assemblies which celebrate religious festivals and significant events in different faiths.
- Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. This is evidenced by the school's ethos, circle time, events such as democracy day, assemblies on significant events in the news, philosophy sessions, behaviour expectations and the monitoring of behaviour.
- Makes use of historical role models which challenge stereotypes. Examples include individuals from a wide range of backgrounds who have significantly impacted on British history; and the use of a range of texts which promote understanding of different family types.
- Includes broad and balanced historical and recent figures in society from a range of diverse backgrounds and cultures similar to the intake of the school population.

Engagement/consultation

- We have a vibrant School Council which represents the profile of our school population and ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being. School council meets regularly and works on whole school improvement priorities as well as sharing ideas and thoughts in all areas of school improvement.
- We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult. Weekly family mornings; use of parental surveys to improve our practice and communication with parents; meet the teacher meetings at the beginning of the year followed by termly meetings with parents to

discuss children's attainment, progress and targets; and termly class assemblies and end of year celebration assemblies to communicate learning events and successes with parents.

Disability

We are committed to working for the equality of people with disabilities

Please see Accessibility Plan, SEN Information statement and policy for supporting children with medical needs.

What are we doing to eliminate discrimination, promote equality of opportunity and foster good relationships

- We support learners with disabilities by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.
- Weekly staff training includes a regular focus on inclusion needs. For example, dyslexia training for TAs, Epipen training for all staff, First aid training for TAs, Focused intervention training for teachers and TAs.
- Expectation that teachers plan for all pupils considering the learning needs of all children including those with social emotional needs as well as academic.
- Intervention provision includes play therapy, lego therapy, speech and language therapy as well as targeted support for individuals with learning and emotional needs.
- Children with disabilities are supported and enabled to take part in all school events, trips and sports days.
- We use assemblies and curriculum resources to provide positive images and perceptions of people with disabilities.
- In planning any maintenance and refurbishment we consider 'general' adjustments which may be needed for pupils with disabilities 'generally'. Examples are developing the provision for changing facilities, considering access to the school building and classrooms for pupils and visitors

Ethnicity and Race (Including EAL learners)

We are committed to working for the equality of people from different ethnic and racial backgrounds

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

- Gaps in achievement for children by ethnic breakdown are identified and steps are taken to address this. Pupil progress meetings are used to discuss any areas of concern.
- Special events such as cultural celebrations, termly class assemblies and school Christmas and end of year productions and sports days which help to promote community cohesion and pupil's understanding of different cultures and ethnic backgrounds.

- Curriculum visits in the local community and central London. For example, children visiting the Science Museum, a walk around the local area, a park visit.
- Learning environment expectations ensure the representation of cultures and languages that reflect the ethnicities across our schools.
- The use of high quality, rich and diverse texts as a stimulus for learning and bring a wide range of ethnicities into the curriculum and classroom.
- The teaching and sharing of a wide range of culturally rich and wide-ranging world music during music lessons and singing assemblies including songs from all corners of the globe.

Gender

We are committed to championing the equal rights of all pupils, regardless of gender.

What are we doing to eliminate discrimination, promote equality of opportunity and foster good relationships

- Steps taken to address barriers to the participation of boys and girls in activities. Staff actively encourage children to challenge gender stereotypes.
- We have ensured the curriculum interests both boys and girls. The Early Years (EYFS) curriculum is based on exploring the interests and preferences of all children. Topics are selected to motivate and interest.
- Significant people from history and recent times are planned within the curriculum that support breaking gender stereo-types, such as sportswomen and male chefs.
- Through assemblies and 'Educate and Celebrate' provision, we have looked at positive, non-stereotypical images of men and women, girls and boys. Learning environment displays reflect both genders.

Religion and Belief

At Mayflower Federation we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

What are we doing to eliminate discrimination, promote equality of opportunity and foster good relationships

- The PSHE curriculum supports pupils to build their sense of identity and belonging, which help them flourish within their communities as citizens in a diverse society.
- We promote inclusion for all our faith groups in all parts of the curriculum.
- We have had special assemblies, displays, talks and sharing of experiences and customs around significant festivals.
- School trips take place to a wide range of religious buildings and all children are actively encouraged to take part regardless of religious belief.
- Children all participate in RE lessons which teach children to respect and value the religion of others and to foster good relations between religious groups. Added to this the

festivals and celebrations of a wide range of religions are marked in assembly and children are all encouraged to share their experiences with each other.

Sexual Identity and/or Orientation

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

What are we doing to eliminate discrimination, promote equality of opportunity and foster good relationships

- Use of teaching and learning curriculum resources to provide positive examples as well as images of differing
 - family set-ups eg same sex parents
 - sexual orientation
 - gender identity
- The curriculum supports all pupils to understand, respect and value differences in sexual orientation, gender identity and non-traditional family structures and challenges stereotypes and discrimination.
- The curriculum supports all pupils to understand, respect and value difference and diversity and ensure that the curriculum challenges racism and stereotypes. There has been an increased focus on texts that challenge stereotypes. All sectors of the school community are encouraged to come together in their classes and as a whole school to celebrate the differences that we have and to mark these as our collective strength.
- Assemblies and circle times have been used to raise awareness of homophobic, bi-phobic and transphobic bullying/harassment/name calling on the basis of sexual identity and orientation.
- The presence of a non-gender specific uniform policy has been established.

Additional measures to eliminate discrimination, promote equality of opportunity and foster good relationships

- All elements of our curriculum are open to all children including peripatetic music sessions and school trips regardless of economic circumstances. Financial support is available if this is needed to ensure equality of opportunity for all families.
- Where there are concerns from parents regarding the teaching of any particular protected characteristic, we seek to work with parents to support them in understanding the need for us to teach children the values of acceptance and celebration of difference in all areas of our community.

Part 2: Our equality objectives

The Equality Act 2010 requires us to publish specific, achievable and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to act to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

- Close the attainment gap (Year on year over the next 3 year) between SEN (Support) pupils and other pupils in Reading, writing and maths

Success criteria

The gap between the attainment of SEN (support) pupils and the rest of the school cohort will narrow and the results will be more in line with those nationally. Pupils with SEN (Support) will achieve higher attainment in reading, writing and maths to reach expected levels by the end of KS2.

Time frame

Three years with a year on year improvement across the whole school.

Key actions to meet this objective

- Continued quality first teaching for all pupils
- Ensuring that targeted interventions meet the needs of SEN (support) pupils to ensure that they are meeting their targets and closing the gaps in knowledge.
- Detailed provision mapping to meet the needs key pupils
- Regular review of provision to ensure that changes are made where needed, without delay.
- Accountability of class teachers to SENCo with regard to children with SEN
- Regular assessment of pupils during the whole school assessment cycle.
- The use of specialists such as Speech and Language therapist and Play therapists to meet the needs of specific children and to support progress in learning.

Equality objective 2:

- Promote and enhance community cohesion with a sense of shared belonging in the school and its surrounding neighbourhood.

Success criteria

Good relations will be fostered within all groups of the community and a greater sense of cohesion will be present within the school and surrounding areas. Parents will feel involved in and aware of changes and key events in the school and will feel that their culture, home and family are recognised and celebrated equally.

Time frame

Over the next three years (the duration of this action plan) and beyond

Key actions to meet this objective

- The creation of an opportunities to engage in school life, which reflects the ethnic and culturally diverse profile of families within the school.
- The employment of a family services officer who will work with families to actively foster good relations between the school, families and wider bodies.
- Whole school events calendar including assemblies which recognise key celebrations from all major religions
- The inclusion and promotion of British Values within our curriculum including explicit coverage in both PSHCE and Philosophy teaching.
- Weekly Parents into Reading sessions in where parents are invited in to read with children. During this time parents can share a wide range of culturally diverse texts with children.
- A planned and delivered curriculum, which is inclusive and diverse, ensuring equal representation of the demographics of the school and wider school context.

Progress towards meeting this objective

Equality objective 3:

- Ensure that the participation in after school clubs, extra-curricular activities (eg, peripatetic music) and residential trips accurately reflects the demographic profile of the school.

Success criteria

Participation in clubs and all extra-curricular activities will accurately represent and reflect the school demographic. No sector of the school community will be underrepresented in these activities and our aim of equality for all pupils will be visible and achieved. The family background of any pupil will not be a barrier to any aspect of school life.

Time frame

Over the next three years (the duration of this action plan) and beyond

Key actions to meet this objective

- Actively promote all additional clubs and trips with all sectors of the community and for teachers / family services officer to individually approach any “hard to reach” families to ensure that they are aware of the opportunities available, the benefits and the support available to ensure that their child can access these.
- To offer practical support in applying for clubs as well as preparing for these activities where needed.
- To consider (where possible) any financial support / advice that may be available to assist families in accessing any activity where payment is required.