



Equality Information and Objectives (to cover both staff and students)

Member of Staff Responsible	Chief Executive Officer, with HR input
Relevant guidance/advice/legal reference	The Equality Act 2010 and Specific duties 2011
Approved by	Trust Board
Date of Policy	March 2022
Review Cycle	Various – see reference to Section 1 and Section 2 on this page, below this table
Date of Next Review	Information: May 2023 Objectives: May 2026
Website	Yes

This policy is divided into two sections.

Section 1: Is common to all schools in The 3-18 Education Trust. Section 1a reflects the over-arching principles of equality, the responsibility and detail of the general duty. Section 1b covers workforce equality given all our employees have a single employer, operating from the same policy. Section 1 therefore makes clear the Trust's legal duty to provide opportunities for both learning and employment in an environment which is fair and without discrimination. Information (See Section 1, 2.2.1 and 2.2.2) about equality will be produced annually by the schools for the CEO, the latter of which will report to the trustees. **Equality objectives for staff are set by the trust for all its employees and these are written to advance any of the general duty of the Act – they are reviewed by the board every four years. They are written at the end of **Section 1b****

Section 2: Refers to students and is written by the school to reflect its individual context and the application of the equality act in its own setting. Responsibility for the achievement of objectives is delegated to each school's leadership team and local governing body for implementation, although ultimate responsibility for this policy remains with the board. **Equality objectives for students are determined by each school separately** and are represented in **Section 2**.

Section 1a:

1.1 Statement of Intent

The 3-18 Education Trust is committed to equality and to valuing and celebrating diversity. We actively support practices that promote genuine equality of opportunity for all staff and young people, and by doing so we are committed to being a fully inclusive community.

We aim to be a community where everyone is treated fairly and with respect. We want everyone to reach their full potential, and we recognise that for some people extra support is needed to help them to achieve and be successful.

The Public Sector Equality Duty (PSED), introduced under the Equality Act 2010, applies to public sector bodies, including maintained schools and academies. The legislation states that a listed authority must comply with both a general duty and with specific duties as set out in the Equality Act 2010. We take our legal duties on equality seriously. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations.

These general duties are:

- **To eliminate discrimination, harassment, victimisation** and any other conduct that is prohibited. In relation to students, schools may seek to meet this aim by monitoring admissions, exclusions, attendance and prejudice related incidents. In respect of staff, the trust achieves this by ensuring that there are appropriate employment policies in place.
- **To advance equality of opportunity** between groups/people who share a relevant protected characteristic and groups/people who do not share it, by considering the need to remove or minimise disadvantage, by taking steps to meet different needs, and by encouraging participation when it is disproportionately low.
- **To foster good relations** between groups/people who share a relevant protected characteristic and groups/people who do not share it.

We fully 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.

Definition of Protected Characteristics:

Decision makers at each school are aware of the duty to have 'due regard' when making decisions or taking action and must assess whether it has implications for people with a particular Protected Characteristic, listed below:

- Age;
- Disability
- Gender reassignment;
- Marriage and civil partnership (for employees).
- Pregnancy and maternity;
- Race,
- Religion and belief;
- Sex;
- Sexual orientation;

Purpose of the Policy:

To demonstrate how the trust is compliant with Equality Act 2010 (Specific Duties) Regulations 2011 and to prepare and publish equality objectives.

Scope of the Equality Information & Objectives Policy:

- A statement of the trust's commitment to meeting its equality duty to all staff (Section 1b) and all students (Section 2) which indicates school-specific detail.
- This detail will include a description of school measures in place to meet the general duties of the Act.
- A set of equality objectives.

1.2 Roles and responsibilities

1.2.1 The board of trustees:

- ensures that the equality information as set out in this statement is published and communicated throughout the trust - to the LGB, staff, pupils and parents, and that the equality objectives are reviewed and updated at least once every 4 years.
- delegates responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher of each school

1.2.2 The local link governor for equality:

- meets with the designated member of staff for equality annually and other relevant staff members, to discuss any issues and how these are being addressed.
- ensures they are familiar with all relevant legislation and the contents of this document.
- attends appropriate equality and diversity training.
- reports back to the Headteacher/LGB (on student matters) or CEO (on workforce or student matters who will report back to the Board).

1.2.3 The headteacher/designated member of staff for equality:

- has overall responsibility for the daily implementation of equality practices and should have due regard as to how the school's decisions impact upon equality.
- promotes knowledge and understanding of the equality objectives amongst staff and pupils.
- monitors success in achieving the objectives and reports back to governors.
- identifies and delivers training if required.

1.2.4 All staff across the trust

All staff and volunteers in the Trust share responsibility for discouraging examples of discrimination that they observe within the workplace and for advancing the general duty. Therefore, all staff across the trust are expected to have regard to this document and to work to achieve the objectives set out below.

2. General duty

2.1 Eliminating discrimination

The trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

When the equality information is published, trustees, local governors all staff are regularly reminded of their responsibilities under the Equality Act. This is minuted.

New staff receive training on the Equality Act as part of their induction; it is the decision of the school to provide refresher training as and when required. staff receive refresher training.

Each school has a designated member of staff (who may be the headteacher) for monitoring equality issues, and an equality link local governor. They regularly liaise regarding any issues and make senior leaders and local governors aware of these as appropriate.

2.2 Advancing equality of opportunity (at both trust and school level)

As set out in the DfE guidance on the Equality Act, the trust aims to advance equality of opportunity by:

- removing or minimising potential disadvantages suffered by people, which are connected by a particular characteristic they have.
- taking steps to meet the particular needs of people who have a particular characteristic.
- encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

2.2.1 Publishing information

In addition to placing this policy on our web-site (and others which refer to equality) we make implicit and explicit reference throughout our schools and in our trust operations and strategic plans, to our focus on inclusion and equality. The School Development Plans and Trust strategy are available to reference on our school or trust web-site for the trust and for each school. It is possible to access retrospective data on student's performance about each school in this respect by referring to <https://www.gov.uk/school-performance-tables>.

Should a school wish to publish data about equality and inclusion, we will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

2.2.2.1 Students

We fulfil our Public Sector Equality Duty by:

- Reviewing pupil progress and attainment data, particularly from identified sub-groups; this data informs intervention strategy
- Mentoring and enrichment programmes.
- PSHE programmes, including tutor sessions, assemblies and celebrations involving students.
- Data and information **published** on our websites, including; Pupil Premium, Covid catch-up and SEN reports.
- School Development Plan (web-site)
- Governing Body reports and minutes (web-site)
- SEND information report and SEND policy (web-site)

2.2.2.1 Staff

We will consider how our activities as an employer affect staff with protected characteristics. We fulfil our Public Sector Equality Duty by:

- Equality impact needs assessment
- Policies that are in place across the trust
- Valued worker scheme
- Being an equal opportunities employer
- Being 'Disability confident committed'
- Gender pay-gap reporting **published** on our web-site
- Flexible working policy
- Staff well-being programmes (which have elements which are specific to each school and other parts which are specific generic across the trust).
- Policies and programmes in place to address equality concerns from staff
- Addressing information from staff surveys

The Government Equalities Office also provides guidance on suggested information to publish and these may be made available on request.

2.3 Fostering good relations

The trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting celebration of difference, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but this may occur in other areas.
- Holding assemblies to address relevant issues.
- Encouraging pupils to contribute to their local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each school. All pupils are encouraged to participate in their schools' activities. Schools may also work with parents/carers to promote knowledge and understanding of different cultures.

Further evidence of each school's actions is in Section 2

2.4 Links with other policies/documents

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour
- Suspensions and Exclusions
- School/Trust development plan

Section 1b: Workforce.

This section of the policy has been approved by

- National Education Union
- National Associations of Schoolmasters Union of Women Teachers
- National Association of Head Teachers
- Association of School and College Leaders
- Unison
- GMB

As the employer, the Trust has a legal duty to provide opportunities for both learning and employment in an environment which is fair and without discrimination. The Trust will:

- Create an environment in which individual differences and the contributions of all staff are recognised and valued.
- Provide every employee with a working environment that promotes dignity and respect for all, where employees feel able to challenge behaviour and attitudes which are contrary to the policy.
- Ensure that no form of intimidation, bullying or harassment will be tolerated and cases will be dealt with swiftly and fairly. The Bullying and Harassment Policy is available to complainants and the Disciplinary Policy may be instigated against perpetrators.
- Ensure training, development and progression opportunities are available to all staff.
- Review all its employment practices and procedures to ensure fairness.

Decision makers at each school must be aware of the duty to have 'due regard' when making decisions or taking action and must assess whether it has implications for people with a particular Protected Characteristic. Equality implications should be considered when policies or decisions are being made, and should be kept under review, for example through the use of standard Equality and Social Inclusion Impact Assessments (Appendix C).

Additionally, it is also unlawful to discriminate on the grounds of trade union membership or non-membership, part time or fixed term contract status and past unrelated convictions. Definitions of the Protected Characters and types of discrimination are shown at Appendix A.

1.1 How to Resolve Difficulties

The headteacher/CEO is responsible for preventing employees from suffering discrimination in the workplace. Employers are ultimately responsible for any discrimination which takes place by their employees, regardless of the employer's knowledge or approval. The Headteacher/CEO must also ensure that their staff are not harassed by a third party. It is important therefore that the Headteacher/CEO ensures that all staff and volunteers are aware of the policy.

1.1.1 Internal issue.

If an employee raises a grievance because either they are subject to discrimination by a member of staff, or because they have witnessed discrimination directed towards another person by a member of staff, they should be able to access, or request a copy of the Trust's Bullying and Harassment Policy from the Headteacher. The complainant will have the option of pursuing either the informal or formal route.

In cases where an employee's conduct falls short of the required standard, the disciplinary procedure may be invoked. The disciplinary procedure is the means by which rules are observed and standards are maintained. In cases where the misconduct is minor, it may be dealt with through the informal route. However, in cases where the informal route has not had the desired effect or the misconduct is considered too serious, the formal route should be followed. Certain acts such as a serious breach of the Trust's adopted Workforce Equality Policy, including any form of unlawful discrimination, victimisation, bullying or harassment of pupils or colleagues may constitute gross misconduct which may lead to dismissal.

1.1.2 External issue

If a complainant raises a grievance because either they have been subject to discrimination by a third party, or because they have witnessed discrimination directed towards another person by a third party they should be able to access the Bullying and Harassment Policy.

Where a third party complainant raises a grievance because either they have been subject to discrimination by an employee, or because a third party has witnessed discrimination directed towards another person by an employee they should access the School's Complaints Procedure.

2. How to identify and act on Hate Crime

Hate crime is an offence committed against a person or property motivated by the perpetrator's hostility and prejudice towards people because they are seen as being different. By working together schools should try to meet their equality and diversity obligations, particularly in seeking to eliminate discrimination, harassment and victimisation. In addition, working together aims to encourage social inclusion and promotes a resilient and caring society. The Hate Crime Reporting protocol with website links attached at Appendix B. The website links are also shown below.
<https://www.shropshire.gov.uk/crime-and-criminal-justice/report-a-hate-crime/>
<https://www.shropshire.gov.uk/media/1541542/Hate-crime-reporting-form.pdf>

3. Recruiting and Employing People Fairly

The Trust will make sure that we provide equality of opportunity to all in pre-employment and employment. We will:

- demonstrate an open and transparent approach to recruitment.
- ensure that recruitment decisions are made using pre-agreed objective criteria.
- seek to appoint the most suitable applicant for the job based on merit.
- ensure the recruitment and selection process conveys a positive image of the school/academy and portrays the school/academy as an employer of choice.
- demonstrate commitment to employ, retain and develop the abilities of disabled people, for example through achievement of the Disability Confident Scheme.
- ensure that the recruitment and selection of staff are conducted in a professional, timely and responsive manner and in compliance with current employment legislation.
- provide appropriate training, development and support to those involved in recruitment and selection activities in order to ensure the recruitment of employing people is fair and legally compliant.
- treat all applicants fairly, equitably and efficiently, with respect and courtesy, aiming to ensuring that the applicant experience is positive, irrespective of the outcome.

- ensure that if any member of staff involved in the recruitment process is related to, or has a close personal relationship with an applicant then they are not involved in the recruitment process at any point. This includes, but is not restricted to, restructures, ring-fencing, decisions about post-creation and job description content.
- ensure that all documentation relating to applicants will be treated confidentially and kept securely in accordance with the Trust's Data Protection Policy.

Schools should not as a matter of course require job applicants to complete a medical questionnaire as part of the application procedure. Health related questions should only be asked if they are intrinsic to a function of their work, i.e. ensuring applicants for a PE teaching post have the physical capability to carry out the duties.

4. Training and Development

During training sessions, the Trust will identify good equality practice and include guidance around discrimination, harassment or victimisation as appropriate. When selecting candidates to attend training, the Trust will ensure that selection is free from discrimination. The Trust will identify equality objectives around training and development.

5. Promotion and Determining Pay

All promotion and pay decisions must be open, transparent and fair. All decisions must be objectively justified. The Trust will follow the Department for Education advice regarding equalities consideration as part of the appraisal and pay determination process.

6. Monitoring and Review Arrangements

The CEO, in conjunction with the HR Manager, will monitor the outcomes and impact of this policy/procedure on an annual basis.

7. Objectives & Specific Actions

Objectives	Specific actions	Led by:	Target date
Undertake an annual analysis of recruitment data and trends with regard to race, gender and disability and report this to Trustees	<ul style="list-style-type: none"> • Gather data from schools • Present report with actions • Shape strategy moving forwards 	HR Services Coordinator	December 2022
Train all members of staff and governors/trustees involved in recruitment and selection on equal opportunities and non-discrimination.	<ul style="list-style-type: none"> • Develop and deliver training • Evaluation of training 	HR Manager & Senior HR Officer	April 2023
Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community	<ul style="list-style-type: none"> • Ensure recruitment and promotional material include contributions from BAME staff • Training stated above • Link with BAME Ed Network for advice and guidance 	HR Manager	April 2026

Section 2:

The following information demonstrates how we comply and achieve our Public sector Equality Duty at St Martins School]:

St. Martins School is Shropshire's first all-through school. It is a learning community for pupils from 3 – 16 years and was formed following the closure of Ifton Heath Primary School and the expansion of Rhyn Park School & Performing Arts College in September 2012. In 2016 the school became part of the Priory School Trust .It primarily serves the village of St Martins from EYFS and additionally the villages of Weston Rhyn and Gobowen, with some additional children travelling from Oswestry, North Wales and the surrounding area for entry at secondary phase. Data shows that the prior attainment of pupils is skewed towards the less able.

Other small but significant cultural and religious minorities are welsh students.

In 2012 governors agreed the following six point vision statement for the school ;

- We aim to deliver the highest standard of teaching to ensure high quality learning
 - so that each individual maximises their potential throughout their learning journey in the all-through school.
 - The all –through school will ensure that the progress of pupils will be monitored accurately so that the needs of each child are met promptly and appropriately , using the expertise of all staff in a consistent and coherent fashion within a stimulating environment.
 - There will be a positive ethos with high expectations for excellent behaviour in mutually caring and supporting surroundings.
 - We will create a safe, secure and inclusive environment where all are welcome, valued, supported and respected and ensure that the all-through school is at the centre of the community.
 - The school will be a learning community which helps pupils develop into responsible adults with excellent social and life skills, able to make a positive contribution to the immediate and wider community.
 - We will encourage learners to think independently and make informed decisions enabling them to have high aspirations about their future.

2 Policy Statement

2.1 The Staff and Governors of St. Martins school are committed to respecting the human rights and ensuring equality of education and opportunity for all pupils, staff, parents, carers, governors, visitors, students on placement and other users of the school facilities.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Race
- Gender
- Ability/Disability
- Religion or Belief
- Age
- Sexual orientation.

We will promote a culture of inclusion and equality to enable the whole school community to fully participate in school life. We will monitor our current school practices and pupil achievement to ensure any form of discrimination is eradicated.

The implementation of this policy is the responsibility of all individuals within the school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is that of the principal.

In the context of the school we feel the most appropriate definition is that: Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.

3 Tackling Discrimination

3.1 Race

We recognise that Black and ethnic minority people may experience discrimination on the basis of colour, race, nationality and ethnic origin. This discrimination manifests itself in all areas of life.

We will take all necessary measures to prevent and tackle racial harassment and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We are committed to working for the equality of all ethnic groups. The Governing Body understands its accountability. Under the duties of the Equality Act we will:

Tackle unlawful discrimination by:

- Keeping accurate records of all ethnic groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to local authority guidance Challenging and Dealing with Racist Incidents in Schools and notify complainants of the outcomes and action taken; and
- Encouraging dialogue between different racial groups

Advance equality by:

- Expanding access and achievement across all communities and in all areas of school activity;
- Promoting the active participation of minority communities in shaping the future of our school;
- Consulting with ethnic minority learners, their families and staff on issues affecting them rather than with people acting on their behalf.
- Ensuring the school staff, learners and their families as well as the wider community fully understand the principles of race equality and good race relations.

Foster good relations and cohesion by:

- Promoting activities that celebrate our common experience as well as those that recognise diversity
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Fostering understanding and respect for the cultures and faiths of all our learners and their families;

3.2 Gender

We are committed to combating sex discrimination and sexism and promoting the equality of women and men. We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes. We are aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.

We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes. We are committed to working for the equality of women and men. The Governing Body

understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of girls, boys, women and men
- Advance equality for girls, boys, women and men, in all our functions by:
- Monitoring learner outcomes and achievement by gender
- Monitoring staffing and pay by gender
- Having a Gender Equality Objective

Foster good relations and cohesion by:

- Promoting equality of opportunity between men and women
- Increasing the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum
- Encouraging the equal participation of boys and girls, women and men in all
- aspects of school life.

3.3 Disability

We recognise that people with disabilities may experience discrimination across all areas of life. We welcome the requirements of the Equality Act and set out our commitment to meeting the duties in relation to disability. Our aim is to advance disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

We are committed to working for the equality of people with and without disabilities. The Governing Body understands its accountability. Under the duties of the Equality Act we will:

Tackle unlawful discrimination against people with disabilities by:

- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.
- Monitoring and eliminating discrimination and disability related harassment
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services

Advance equality for people with disabilities by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Increasing the extent to which disabled learners can participate in the school curriculum
- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting disabled learners, staff and carers according to their individual need
- Taking steps to meet people's needs related to their disability, even if this requires more favourable treatment
- Involving disabled learners, their families and disabled staff in the changes and improvements we make and consulting them on issues affecting them, rather than with people acting on their behalf.
- Monitoring staff and learners by disability.
- Having a Disability Equality Objective

Foster good relations and cohesion by:

- Promoting equality of opportunity between people with disabilities and other

people.

- Promoting positive attitudes towards people with disabilities
- Increasing the inclusion of positive images of people with disabilities across the curriculum
- Encouraging participation of people with disabilities in school life.

3.4 Religion and Belief

We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We are committed to working for the equality for people based on their religion, belief and non belief. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Monitoring and eliminating unlawful discrimination and harassment on the grounds of religion or belief
- Making the environment as safe as possible and challenging antisocial or bullying behaviour on the grounds of religion, belief or non-belief

Advance equality in all our functions by:

- Removing any barriers which prevent children and adults of all religions, beliefs or non belief taking a full part in our school life
- Assessing the impacts of our policies and procedures on promoting equality based on religion, belief and non belief
- Foster good relations and cohesion by:
- Encouraging the equal participation of people of all religions, beliefs and non belief in all aspects of school life

3.5 Age

We are committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

Tackle unlawful discrimination by:

- Challenging patronising or discriminating attitudes and language;
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality by:

- Assessing the impacts of our policies, functions and procedures on promoting age Equality

Foster good relations and cohesion by:

- Increasing the inclusion of positive, non stereotypical images of people of all ages and the contributions they have made to different aspects of the curriculum

3.6 Sexual Orientation and Gender Identity

We are committed to combating discrimination faced by lesbians, gay men and bisexual and transgendered (LGBTQ) people. We want to ensure equality of opportunity for LGBTQ people across services and employment.

We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on advancing equality for people based on their sexual orientation. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge about LGBTQ communities, both internally and within the community as a whole. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Taking a pro-active approach to preventing all forms of homophobia within the school
- Challenging patronising or discriminating attitudes and homophobic language;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment on the grounds of sexual orientation or gender identity
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality for of LGBTQ people in all our functions by:

- Assessing the impacts of our policies, functions and procedures on promoting sexual orientation equality.

Foster good relations and cohesion by:

- Promoting equality of opportunity between men and women
- Increasing the inclusion of positive, non stereotypical images of LGBTQ people and the contributions they have made to different aspects of the curriculum

4 Community Cohesion

4.1 The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. It demonstrates the awareness of governors and their community partners of how the school compares with the wider community, both locally and nationally. It therefore forms the basis for planning the objectives in section 10 to promote community cohesion.

4.2 In the Ethnicity/cultural context of St Martins School - the school is predominately white British: although there are a small number of students from Black and Minority Ethnic (BME) backgrounds and traveller children, the proportion is much lower than average. At St Martins School our environment is not culturally diverse, and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures.

4.3 In the Socio-economic context of the school online census data show this former mining area to be one of relative disadvantage and, in particular one where the proportion of adults who have been to higher education is significantly lower than average.

5 Responsibilities

5.1 The role Governors

The governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives;
- making sure the school complies with the relevant equality legislation; and
- making sure the schools Equality Plan and it's procedures are followed;
- monitoring progress towards the equality objectives and reporting

annually:

The head of school is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils , their parent and other users of the school know about them;
- producing regular information for staff and governors about the plans and how they are working;
- make sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to pupils, staff, parents/carers and other users of the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The head of school is responsible overall for dealing with reports of prejudice related incidents. Other school users and contractors are responsible for following relevant school policy.

6 Staffing and Staff Development

6.1 We are bound by legal requirements which covers the employment of both teaching and none teaching staff. During recruitment of staff we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our staff.

- We recognise the need for positive role models and distribution of responsibility among staff;
- This must include pupils access to a balance of male and female staff across all key stages;
- We undertake to encourage the career development and aspirations of all individuals;
- It is our policy to provide staff with training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.
- We will follow agreed policies (both locally agreed and agreed by governors) with regard to ensuring equality of opportunity and fairness.

7 Provision within School

7.1 Ethos and Atmosphere

- At St Martins School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all

members of the school community.

- There should be an 'openness' of atmosphere which welcomes everyone to the school.
- The children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity including those upheld by British values.
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

7.2 Learning Environment

- There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.
- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy).
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are actively involved in their own learning.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

7.3 The taught curriculum

- At St Martins School we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum 2013.
- Our planning takes account of the differing needs of pupils and their progression.
- We have a commitment to evaluate our curricular outcomes each term to ensure that what we have actually planned takes place. These evaluations are completed by the Head of School.

7.4 Resources and Materials

The provision of good quality resources and materials within St Martins School is a high priority. These resources should:

- reflect "the reality of an ethnically and culturally diverse society"
- reflect a variety of viewpoints
- show positive images of males and females in society including disabled people
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of school community consistent with health and safety.
- not include explicitly and implicitly racist or sexist materials.

7.5 Language

We recognise that it is important at St Martins School that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes

- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals eg Native Americans rather than Red Indians.

7.6 Organisation of Learning

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

At St Martins School our environment is not culturally diverse, and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures. We do this by:

- Our 'all through' House system and house activities to support charities
- Community Curriculum celebrating British Values and working with students from other schools
- Working with Moreton Hall School
- Pupils gain experiences of personal insight and spiritual development by educational visits including geography trips in GCSE to a range of different human environments including cities, Church visits and visits from spiritual leaders from different religions, art galleries, museums, history focus days including a visit to the trench system in Shropshire and Little Moreton Hall in Cheshire.
- Pupils have time to reflect within school e.g. stilling exercises, reflecting through art.
- In English students explore the human condition through the medium of literature.
- KS3 drama students study areas like Year 7, the Victorian period where they look at what life was like/the Gresford mining and how it affected people/The haunted lift is developed into a documentary looking at the consequences of our actions – disobeying rules and guidelines.
- Bullying issue is tackled in year 8 using real life situations as a stimuli and 9 the Stephen Lawrence case, Black lives matter, Me Too, are used to develop and understanding of the consequences of situations but also life of others.
- KS4 look at devising using themes: Teenage problems/drink/drugs; the plays they study can also refer to themes that will widen their knowledge.
- Music students explore various periods in time looking at different cultures including Reggae and Rastafarianism in which they study the music as well as the religion.
- KS4 Btec students look at the development of various genres of music and explore the social cultural factors which influence the development of music.
- Dance – Look at various genres of dance and they explore the period/social/cultural factors
- Within PSE and assemblies we look at issues within our society including the mental health, refugee crisis, tackling sexual harassment, drug use, knife crime, hate crime and county lines.

7.7 Extra-curricular provision

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (eg sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

7.8 Provision for Bilingual pupils

We undertake at St Martins School to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- those from refugee families
- pupils whose home language is not a standard form of English
- pupils for whom English is an additional language.

While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected.

8 Publication and Review

8.1 This Equality Plan fulfils statutory requirements under the terms of the Equality Act 2010. As it is a public document the governors of St Martins school will publish it by making it available on the website. Hard /vocal copies are available on request. We will raise awareness of the plan through the newsletter, assemblies and staff meetings.

9 Monitoring progress and impact

9.1 Monitoring the following will enable the school to see where equality of opportunity needs to be more intensely focused:

- participation in extra-curricular activities
- exclusions and truancy
- continuous assessment of children's learning
- racist and sexist incidents
- results from screening for specific learning needs

This will be reported by the head of school at relevant governors meetings.

10 Objectives

- 10.1 To reduce the incidence of the use of homophobic language by pupils in school.
- To bring into line the achievements of boys and girls in each key stage.
- To reduce the number of prejudice-related incidents.

11 Access Plan

- 11.2 Any new building will be constructed to be fully accessible to the disabled.
- The School will continue to identify the areas where disabled access to academic sites may need to be improved if this is practicable.
- The School will, in its regular fire safety risk assessment, update any evacuation procedures.
- It will also consider whether a particular disability might compromise safety in event of a fire.
- All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the need of such pupils in a better way than the existing equipment it replaces.
- Faulty lighting will be replaced within 24 hours wherever possible.
- Promote the good practice of the 'buddy' system to help pupils with disability.

11.3 Delivery of Information to Disabled Pupils

The School already caters for SEN and disabled children in many areas. The School will undertake to consider where budgets allow:

- For documents to be provided to prospective parents/guardians who have a son/daughter/ward with a disability, in a relevant form which meets that need, if so requested and it is reasonable to do so.
- All school documents will be available in large print format if requested.

- To continue to provide INSET training for staff in order to support them in better communication with pupils with SEN or disabilities.
- The School will plan/invest in classroom technology to better facilitate communication to pupils with SEN and disabilities.
- Specific attention will be given to enable:
 - Clear provision of images and text in a large print format.
 - The use of high quality audio/visual material.
 - The easy dissemination of printed handouts of appropriate clarity

11.4 Local community including parents

- The hub and entrance to school is accessible to disabled users
- Any parental newsletter/ report etc is available in large print or in a vocal format
- Meeting rooms are accessible for the disabled

DEFINITIONS

The Protected Characteristics are as follows:

Age

Discrimination directed at either 'young' or 'old' is likely to be unfair.

It is important to emphasise that employers are highly vulnerable if they decide not to interview any job candidates who have reached an age which they regard as an appropriate age for retirement. Employers should therefore interview all suitable candidates irrespective of age, focusing on their skills and ability to do the job rather than age alone.

Retiring from work

Dismissal

Unless it can be objectively justified it is not permissible to dismiss someone on the grounds of retirement. Older workers (age 55 plus) can voluntarily retire at a time they choose and draw any occupational pension they are entitled to. Older workers may also request flexible retirement from age 55. Employers cannot force employees to retire or set a retirement age. It is advisable for the employee to contact their pension provider for further information regarding pension benefits.

Teachers Pensions <https://www.teacherspensions.co.uk/public/home.aspx>

Local Government Pension Scheme <https://www.shropshirecountypensionfund.co.uk/>

Work place discussions

Whatever the age of an employee, discussing their future aims and aspirations can help an employer to identify their training or development needs and provide an opportunity to discuss their future work requirements.

For all employees these discussions may involve the question of where they see themselves in the next few years and how they view their contribution to the organisation. A useful exercise is to ask open questions regarding an employee's aims and plans for the short, medium and long term. Employers may find it useful to hold these discussions as part of their formal appraisal processes.

The outcome of any workplace discussions should be recorded and held for as long as there is a business need for doing so. A copy of the discussion should be given to the employee.

Poor performance

If an employee is performing poorly the employer should discuss this with them to establish a cause. Failure to address any poor performance with an employee because there is an expectation they will retire soon may be discriminatory. Employers should establish a reason for poor performance, setting improvement periods and agreeing what training, development and support would help the employee meet the required expectation. If levels are not improved an employee may be dismissed in accordance with the capability procedure.

Is the increase in annual leave based on length of service discriminatory?

No, any increase in benefits during or before the 5th year of service is not discriminatory, the increase in the annual leave is based on loyalty, rather than age.

Disability

Is it unlawful to discriminate against workers because of a physical or mental disability or fail to make reasonable adjustments to accommodate a worker with a disability? Under the Equality Act 2010 a person is classified as disabled if they have a physical or mental impairment which has a substantial and long-term effect on their ability to carry out normal day-to-day activities. Day-to-day activities include things such as using a telephone, reading a book or using public transport.

If an employee has a disability that is making it difficult to work, employers should consider what reasonable adjustments they can make in the workplace to help or schedule an interview with the employee to discuss what can be done to support them. This could be as simple as supplying an adequate, ergonomic chair or power-assisted piece of equipment. Reasonable adjustments also include re-deployment to a different type of work if necessary. Further advice is contained in the Managing Attendance Policy and may be accessed through Occupational Health.

Gender Reassignment

Gender reassignment is a personal, social, and sometimes medical process by which a person's gender presentation (the way they appear to others) is changed. Anyone who proposes to, starts or has completed a process to change his or her gender is protected from discrimination under the Equality Act. An individual does not need to be undergoing medical supervision to be protected. So, for example, a woman who decides to live as a man without undergoing any medical procedures would be covered.

It is discrimination to treat transgender or gender fluid people less favourably for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment.

Support for individuals undergoing gender transitions:

Discuss with the transgender person how they would prefer information about their transition to be communicated to colleagues. Some transgender people may feel comfortable talking about their transition with colleagues, but others may prefer not to.

Confidentiality:

At a point agreed with the individual, all personal records should be changed to reflect the acquired name and gender. Access to personal records which indicate a person's previous gender should be retained only if necessary, and otherwise deleted or destroyed.

Employees should make sure that they consider the following:

- Telling people about your situation - Make a list of the people who need to be informed. You may wish to speak to them personally, or may prefer to ask HR or your line manager to communicate with them
- Medical appointment and absences - Make sure the employer knows when you will need to take time off work. It is discrimination for your employer to treat you less favourably if you are absent from work for a reason related to gender reassignment than you would be treated if you were absent because you are ill or injured, or if you were absent for some other reason

- Changing everything into your new identity - You will need to change your name on your email address, company directories, records and work pass. Speak to the Headteacher at an early stage about how this should be managed.
- Further information can be found at gires.org.uk

Marriage and Civil Partnerships

Gay and lesbian couples are able to get married or register their civil partnership in England, Scotland and Wales, which gives many of the same rights as other married couples.

Same sex couples who marry or register as civil partners have the same rights as other married couples in respect of employment rights.

The Equality Act protects employees who are married or in a civil partnership or marriage against discrimination.

Pregnancy and Maternity

It is unlawful to discriminate, or treat employees unfavourably because of their pregnancy, or because they have given birth recently, are breastfeeding or on maternity leave.

Discrimination happens when a woman is treated unfavourably because of her pregnancy, pregnancy-related illness or she exercises the right to statutory maternity leave. It is important to ensure that an employee absent from work is notified of any important information, such as restructures, changes to terms and conditions and organisational/management changes within the school.

Race

It is unlawful for an employer to discriminate against employees because of race which includes colour, nationality, ethnic or national origin.

In very limited circumstances, there are some jobs which can require that the job-holder is of a particular racial group. This is known as an 'occupational requirement'. One example is where the job-holder provides personal welfare services to a limited number of people and those services can most effectively be provided by a person of a particular racial group because of cultural needs and sensitivities.

Religion or Belief and Lack of Religion or Belief

There is no specific list that sets out what religion or belief discrimination is. The law defines it as any religion, religious or philosophical belief. This includes all major religions, as well as less widely practised ones.

To be protected under the Equality Act, a philosophical belief must:

- be genuinely held
- be a belief and not an opinion or viewpoint, based on the present state of information available
- be a belief as to a weighty and substantial aspect of human life and behaviour
- attain a certain level of cogency, seriousness, cohesion and importance
- be worthy of respect in a democratic society, compatible with human dignity and not conflict with the fundamental rights of others.

Humanism and atheism are examples of philosophical beliefs.

Workers are also protected against discrimination if they do not hold a particular (or any) religion or belief.

Employers do not have to give workers time off or facilities for religious observance, but they should try to accommodate them whenever possible. For example, if a worker needs a prayer room and there is a suitable room available then a worker could be allowed to use it, providing it does not disrupt others or affect their ability to carry out their work properly. Many employers find that being sensitive to the cultural and religious needs of their employees makes good business sense. This can mean making provisions for:

- flexible working
- religious holidays and time off to observe festivals and ceremonies
- prayer rooms with appropriate hygiene facilities
- dietary requirements in staff canteens and restaurants
- dress requirements.

At Voluntary Controlled (VC) and foundation schools, when appointing a Headteacher the governing body may take into account any candidate's suitability and ability to preserve and develop the religious character of the school. The Headteacher may also be a reserved teacher. VC and foundation schools must include reserved teachers where the number of teaching staff is more than two. Reserved teachers are selected according to their competence to teach RE according to the school's faith and are specifically appointed to do so. This may include the Headteacher. The number of reserved teachers must not exceed one-fifth of the teaching staff (including the Headteacher). Where there are 8 teachers, the maximum number of reserved teachers would be two. Reserved teachers must not be appointed unless the governors are satisfied that they are suitable and competent to give RE.

Voluntary Aided (VA), independent, academies and free schools with a religious character may apply religious criteria in recruitment, remuneration and promotion. Religious criteria may not be applied to other non-teaching posts in a VA school unless there is a genuine occupational requirement, e.g., a member of staff who gives pastoral care to pupils.

Sex

It is unlawful to discriminate against workers because of their sex, e.g. paying women less than men for carrying out the same role. In very limited circumstances, there are some jobs which can require that the job-holder is a man or a woman. This is known as an 'occupational requirement'. The list of occupational requirements is restricted and very rare.

Sexual Orientation

An employer should protect employees from discrimination on grounds of the sexual orientation.

Sexual orientation is defined as:

- orientation towards people of the same sex
- orientation towards people of the opposite sex
- orientation towards people of the same sex and the opposite sex

ADDITIONAL PROTECTIONS APPLY TO THE FOLLOWING:

Equal Pay

An employer must give equal treatment in the terms and conditions of their employment contract if staff are employed on:

- Like work – work which is the same or broadly similar
- Work rated as equivalent under job evaluation
- Work found to be of equal value

The **Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002** aim to ensure employees on a fixed term contract are treated no less favourably when compared with permanent employees.

The **Part Time Workers (Prevention of Less Favourable Treatment) Regulations 2000** aim to ensure that part-time workers receive the same rate of pay as an equivalent full time member of staff; additionally, they should not be excluded from training and should receive holiday pay pro rata to an equivalent full time employee.

The **Rehabilitation of Offenders Act 1974**. Under this Act, many ex-offenders are given certain employment rights if their convictions become 'spent'. The DBS Code of Practice and the Rehabilitation of Offenders Act states that employers are not allowed to discriminate against employees with a criminal background and must treat applicants fairly. Recruitment decisions should therefore be based on whether the criminal information presented is relevant to the job the applicant will be carrying out.

Trade Union Membership. In accordance with the Trade Union and Labour Relations (Consolidation) Act 1992, this Act provides protection from discrimination either because of membership or non-membership of a trade union.

TYPES OF DISCRIMINATION

Direct discrimination

Direct discrimination occurs if an employer treats a person less favourably on the grounds of a person's protected characteristic compared to a person who does not have that protected characteristic. There may be rare instances during recruitment where a genuine occupational requirement is acceptable.

Direct discrimination - associative discrimination

Associative discrimination is direct discrimination against someone because of their association with another person who possesses a protected characteristic.

Direct discrimination - perceived discrimination

Perceived discrimination is direct discrimination against a person because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic but is perceived by others to do so.

Indirect discrimination

Indirect discrimination is where a criterion or practice is applied to everyone, but particularly disadvantages people who share a protected characteristic.

Harassment

Harassment is behaviour deemed offensive by the recipient and occurs when, for a reason which relates to a protected characteristic, another person engages in unwanted conduct which may be physical, verbal or non-verbal and which violates the person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for that person. It is the effect of the conduct rather than the perpetrator's intentions that define whether the behaviour constitutes harassment. Employees can raise a complaint against behaviour that they find offensive even if it is not directed at them. Complainants need not possess the relevant protected characteristics themselves. Employees are also protected from harassment because of perception and association.

Victimisation

Victimisation has a specific meaning in discrimination law. It does not just mean singling someone out. Victimisation makes it unlawful for one person to treat another less favourably than others because they made or supported a discrimination complaint or raised a discrimination grievance or because they are suspected of doing so.

An employee is not protected if they have maliciously made or supported an untrue complaint. However, it is sufficient if the employee believes that the victim has done, or intends to do any of the things listed above.

HATE CRIME REPORTING PROTOCOL

The recommended protocol to follow when dealing with reports of racist or other hate crime incidents is as follows:

1. The procedure

In principle, the procedure for investigating accusations of racist or other hate crime incidents should be similar to the procedure which is used for dealing with complaints. For example, all reports of incidents should be handled courteously, helpfully and promptly. Following the Stephen Lawrence enquiry, hate crime is an offence where the victim, or any other person, perceives it to be motivated by prejudice or hate.

2. Timescales

Timescales for responding to an incident are the same as those for complaints:

- an acknowledgement or final response is sent within 5 working days
- a reply is sent within 20 working days, or the person reporting the incident is given an explanation of the delay

Whereas it might be appropriate for some complaints to be dealt with informally, all reports of racist or other hate crime incidents should be dealt with on a formal basis.

3. Responsibilities

The person who sees, or is first made aware of, the incident should record the details, including the name, telephone number and address of the person reporting the incident. This person should report the incident at once to their Headteacher. The Headteacher will have overall responsibility for the investigation of the incident and will decide who should lead this. It is also the responsibility of the Headteacher to inform the Police when necessary.

4. Referencing

In order to ensure that incidents are not double counted, the Headteacher should allocate a reference number to the incident - incorporating:

- an incremental reference number indicating total number of incidents within the school
- the month and year

For example: School Name, Ref no. 1, Feb 2016

5. Complainant is unsatisfied with response

If the complainant is not satisfied with the response then, as with complaints, this can be reviewed by the Governing Body to ensure that an appropriate investigation has been carried out. (For cross Trust staff, the Trust should undertake this function).

6. Reports via the website

Incidents which are reported on the Shropshire Council website will be passed on to the Diversity Officer in the first instance, who will then forward them to the appropriate Headteacher.

If a report is received via the Shropshire Council Website from an employee regarding the behaviour of another employee, this will be treated within the **grievance procedure** guidelines.

<https://www.shropshire.gov.uk/crime-and-criminal-justice/report-a-hate-crime/>
<https://www.shropshire.gov.uk/media/1541542/Hate-crime-reporting-form.pdf>

FURTHER REFERENCE

Shropshire Council

<https://www.shropshire.gov.uk/equality,-diversity-and-social-inclusion/>

Gov.uk

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Equality and Human Rights Commission EHRC

www.equalityhumanrights.com/

The Equality Act 2010 and Schools

<https://www.gov.uk/government/.../equality-act-2010-advice-for-schools>

Equality and Social Inclusion Impact Assessments

<https://www.shropshire.gov.uk/media/1457869/Shropshire-guidance-and-evidence-template.pdf>

Hate Crime

<https://www.shropshire.gov.uk/crime-and-criminal-justice/report-a-hate-crime/>

<https://www.shropshire.gov.uk/media/1541542/Hate-crime-reporting-form.pdf>