



## **DISCOVERY MAT EQUALITY POLICY AND OBJECTIVES**

**Approved and Signed by The Board of Trustees**

**SEPTEMBER 2023**

**DUE FOR RENEWAL: SEPTEMBER 2024**

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### 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

**We will ensure that all children are able to thrive through quality learning experiences, ensuring their readiness for the next stage in their learning.**

To achieve our vision we will:

Encourage all our children and staff to excel and collaborate with one another, to ensure the best outcomes and progress for all

Develop joyful learning communities that work together to improve standards and outcomes for our children, as part of a wider community.

Ensure that we remain committed to the Discovery values: **Inclusive, Excelling, Democratic and Collaborative.**

We value the individuality of all our children and by focusing on an environment of inclusion we hope to create a culture in which the gifts and talents of all will be fostered and in which our most able children will feel supported and challenged. We believe diversity is a strength which should be respected and celebrated. We believe that all children should be equally valued in school. We will

strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We pay particular attention to the provision for and the achievement of different groups:

- Race
- Sex
- Disability
- Religion/belief
- those who are looked after by the local authority (LAC)
- any learners who are at risk of disaffection and seclusion

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## 3. Definitions

Discrimination is unfair treatment towards another or a group of individuals who share one or some of the protected characteristics.

Direct Discrimination occurs when someone is treated less favourably than others because of a protected characteristic.

Discrimination by Association occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic.

Direct Discrimination by Perception occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.

Indirect discrimination can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual. For example, a policy that is applied to all individuals equally may inadvertently disadvantage individuals or groups who have a protected characteristic. It is therefore essential that all aspects of

school life and policies are scrutinised carefully to avoid any unlawful provision, criterion, or practice.

Victimisation occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic; or has supported someone who has raised a complaint or grievance.

Harassment is any form of unwanted behaviour intended to violate an individual's dignity or create an environment which may be described as hostile, degrading, humiliating or offensive. The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.

Prejudice can be conscious or unconscious and involves stereotypes, prejudgements, and beliefs (which are usually negative) about an individual, or group of people, based on a protected characteristic.

#### 4. Roles and responsibilities

The Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated annually
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head of school

The Trustees responsible for equality will:

- Meet inclusion governance group every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Trustees regarding any issues

The head of school will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to Trustees
- Track and share with the CEO and Trustees the number of incidents of prejudice, racism or homophobia.

School Staff:

- Are expected to have regard to this document and to work to achieve the objectives as set out in section 9.
- Ensure that pupils are treated fairly and equally with respect.
- Strive to provide material that gives positive images that are diverse and inclusive whilst challenging stereotypes.
- Challenge and record any incidents of prejudice, racism or homophobia.

## 5. Eliminating discrimination

The school 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.

Staff and Trustees are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September INSET through the National College.

The Head of School will monitor equality issues, and share with an equality link Trustee. They regularly liaise regarding any issues and make senior leaders and Trustees aware of these as appropriate.

Staff are aware of how to deal with harassment or discrimination and it is not tolerated within the school environment.

## 6. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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)

In fulfilling this aspect of the duty, the school will:

- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Share improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

## 7. Fostering good relations

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

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- We have wellbeing leads in each school and children are invited to become wellbeing representatives
- The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to discrimination under our Anti-Bullying Policy.
- We also try to make sure we have positive and diverse images of all children and adults in displays, resources etc.
- We actively and regularly seek pupil voice without prejudice.
- Appreciative Enquiry is used where appropriate
- Parents and pupils are invited to be part of policy development and writing particularly if involving specific groups (Gender policy)

## 8. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded throughout the year. See appendix 1.

## 9. Equality objectives

### Objective 1

Undertake an analysis of recruitment data and trends in regard to race, gender and disability and report on this to the board of trustees.

Why we have chosen this objective:

To ensure we have a diverse staff who can raise awareness of the principles of the equality act. To consider how we can improve the diversity of our staff further.

To achieve this objective we plan to:

Recruitment processes (see recruitment policy) are transparent and the protected information isn't considered during short listing. However our working practices enable all children to be able to be part of Discovery MAT.

Progress we are making towards this objective:

Observe a greater diversity amongst our staff.

### Objective 2

Analyse data of specific groups of children within the school not just academically but also regarding parent and pupil engagement.

Why we have chosen this objective: to ensure all groups of children are included and given every opportunity to engage positively within the school community.

To achieve this objective we plan to: regularly analyse progress of specific groups within our schools. This is a target on the Trust improvement Plan. FSW will be recording families who engage with groups and opportunities within the school and analyse this data considering what can be done to ensure all are included.

Progress we are making towards this objective: All groups of children will be engaging in the school community.

### Objective 3

To embed the importance of good attendance within the culture of the whole school community.

Why we have chosen this objective: Attendance has dipped since the COVID 19 pandemic and with changes to the Local Authority attendance provision we feel it is important to prioritise this currently. Attendance has a direct impact on pupils ability to make progress and our ability to safeguard.

To achieve this objective we plan to:

Roll out the new attendance policy. The deployment of Trust attendance lead in line with the Trust policy. FSW working with the HOS to promote positive relationships with parents and carers within the school community.

Weekly attendance monitoring, concern letters, meetings and rewards for good attendance. Shared at inclusion governance group.

Progress we are making towards this objective: Whole school attendance will be 96%

## **10. Monitoring arrangements**

The Trustee and Head of School alongside the Trust Inclusion Lead will update the equality information we publish at least every year.

This document will be reviewed by Trustees at least every year.

This document will be approved by Trustees

## **11. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Inclusion Policy
- Anti Bullying policy
- Staff equality and diversity policy
- Relationship policy
- Attendance



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## Appendix 1

### Equality Impact Assessment

Throughout the school year please consider all activities with an inclusive lens ensuring that all groups are involved and engaged as the School actively promotes equality.

- Race
- Sex
- Disability
- Religion/belief
- those who are looked after by the local authority (LAC)
- any learners who are at risk of disaffection and seclusion

	What	Equality considered	What was done
Trips	e.g. Year 2 trip to historic buildings	Religion and belief	Ensured a range of building were visited – mosque, church
Visitors	e.g. Sport team visit assembly	Disability	Invited in members of the Plymouth wheelchair rugby team
Topics	e.g. healthy eating	Race	Allow the children to try food from different cultures.
Resources	e.g. Books ordered for KS2	Race	Books ordered by authors of different ethnicity
Displays	e.g. classroom displays	Sex	Images on display represent an equal mix of sex

Other			
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