



Mickle Trafford Village School Equality Information and Objectives 2023/2024

Legislation and guidance

There are a number of statutory duties that must be met by every school in line with legislation from the Human Rights Act (1998), Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

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](#).

Aims

Mickle Trafford Village School aims to meet its obligations under the Public Sector Equality Duty (PSED) and acknowledges that we have a statutory duty to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Promote equality of access and opportunity between people who share a protected characteristic and people who do not share it within our school and within our wider community
- Foster good relationships across all characteristics - between people who share a protected characteristics and people who do not share it.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex
- Age
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

We will collect and use equality information to help us to:

- Identify key issues
- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively
- Assess whether we are discriminating unlawfully when carrying out any of our functions
- Identify what the key equality issues are for our organisation
- Benchmark our performance and processes against those of similar organisations, nationally or locally
- Consider taking steps to meet the needs of staff who share relevant protected characteristics
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality
- Develop equality objectives to meet the specific duties
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making

We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain

grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- working through symptoms of menopause
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving.

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OFSTED March 2023

Pupils take pride in the leadership roles they have in the school. These include being members of the school council and well-being ambassadors. Pupils are keen to make a positive difference to their local community and the environment. For example, they take part in local litter picks and make nature promises to develop further the wildlife area in the school grounds.

Leaders have ensured that there are effective systems in place to identify the additional needs of pupils with SEND. Teachers use a range of strategies to adapt the implementation of the curriculum appropriately. As a result, pupils with SEND successfully follow the same curriculum as their peers.

Equality Objectives:

At Mickle Trafford Village School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

Objective 1: Continue to develop our whole school approach to Mental Health and Well-being to ensure that everyone is treated fairly and with respect. MTVS recognises that people have different needs and we understand that treating people equally does not always involve treating everyone the same.

- For all children to feel supported with their well-being and mental health.
- For teachers to deliver key skills to support children through Zones of Regulation, MyHappyMind and Jigsaw.
- For more teachers to be able to effectively deal with mental health situations and dialogue through becoming Young Persons Mental Health First Aiders.
- To provide Elsa sessions
- To engage with outside agencies to deliver workshops and assemblies
- For parents to access support and strategies via the MyHappyMind App.

Objective 2: To develop children's understanding of the world they are growing up in, learning how to live alongside and show respect for a diverse range of people. Developing their understanding of equality and human rights, such as the right to education, employment, an adequate standard of living and health should be guaranteed without discrimination

- For all children to feel comfortable to discuss global issues such as the Cost of Living Crisis.
- For children to gain a wider understanding of strategies to cope with economic well-being through links with HSBC and money sense lessons.
- For children to play an active part in supporting others within the world, local and school community. EG Foodbank.