

EQUALITY OBJECTIVES: MARJORY KINNON SCHOOL 2025-26

Eliminate unlawful discrimination, harassment and victimisation		
Equality Objectives	Example Activities	Outcome
To ensure school values of kindness, tolerance and respect are embedded in the school and delivered through the Rights Respecting Schools curriculum and contribute to personal development.	<p>Each term to focus on one key value to underpin lessons and assemblies:</p> <ul style="list-style-type: none"> • Autumn: Kindness • Spring: Tolerance / Perseverance • Summer: Respect 	<ul style="list-style-type: none"> • Social and emotional progress tracked through Thrive Online. Class screening shows significant progress for identified pupils. • Zero fixed-term exclusions or internal suspensions for behaviours directly linked to a student's disability.
To focus on early intervention with the Think Equal Programme in Primary.	<ul style="list-style-type: none"> • Pupil assemblies and bespoke workshops. • Parental filter guidance for parents and workshops. 	<ul style="list-style-type: none"> • Reduction of incidents on CPOMS linked to equality issues or cases of conflict between pupils. • Pupils understanding of equality issues is improving in class assessments.

Foster good relations between people who have a shared characteristic and those who do not		
Equality Objectives	Example Activities	Outcome
To provide opportunities to celebrate the gender, sexual orientation, disabilities, cultures and religions of all staff and pupils that make up our diverse school community.	<p>Assembly schedule to include all major world religions and festivals especially as represented by the school pupils and staff:</p> <ul style="list-style-type: none"> • Eid, Diwali, Christmas, Chinese New Year, Holocaust Memorial. • Black History Month (African Dance and Drum workshops and focus on Black Authors and Literature). • Focus on achievements by well-known female icons and role models representing diverse LGBTQ+ communities. • Promote a culture of pride and belonging by celebrating neurodiversity and representing diverse autistic role models. 	<ul style="list-style-type: none"> • Evidence of awareness and celebration of diversity in pupil workbooks and corridor displays of work. • Working with National Autistic Society towards accreditation.
To ensure our reading and library books fully represent diversity in society including bilingual books.	<ul style="list-style-type: none"> • To ensure the English & Library Lead has budget to purchase books. • To audit areas where we are deficient and plug the gaps. 	<ul style="list-style-type: none"> • TLR English Lead completed audit and ordered books.

Advance equality of opportunity between people who share a protected characteristic and those who do not

Equality Objectives	Example Activities	Outcome
<p>To set up groups for the minority cohort of girls (24% of school population) to enable them to talk about any worries and concerns they have around sexual harassment and address self-harm issues.</p>	<ul style="list-style-type: none"> • Identify and prioritise vulnerable girls for Thrive interventions. • Create groups to boost self-esteem - creative projects. • Create Secondary girls nurture group 'The Den' with nurture teacher. • Train staff on self-harm issues. • Provide support for Yr6 girls transitioning to Yr7 (e.g. opportunities to integrate in Secondary during the Summer Term). 	<ul style="list-style-type: none"> • Thrive data shows progress for identified groups. • Improved levels of anxiety around transition. • Greater understanding and support for self-harm issues.
<p>To increase and support the participation of parents / carers of pupils / students from minority, marginalised or vulnerable backgrounds in school life.</p>	<ul style="list-style-type: none"> • FSW supporting the most vulnerable pupil premium pupils and sourcing support agencies for them. • Home visit before pupils enter school. • Targeted parent workshops around needs. • Review website / electronic information / interpreter availability for parents. • Include parents/carers in cultural events. 	<ul style="list-style-type: none"> • Targeted support by FSW of 'hard to reach' families. • Parental Engagement / FSW report termly to Governors. • Parent surveys. • Good attendance at parent therapeutic support groups. • FSM families prioritised for wraparound care (HAF summer clubs).
<p>Ensure that the physical and sensory environment does not act as a barrier to learning or participation for any student and supports neurodiversity.</p>	<ul style="list-style-type: none"> • OT to conduct sensory audit of pupil spaces and needs. • Create sensory spaces and circuits. • OT to create a programme of support for sensory needs. • Staff training in being a sensory aware school. • Zones of regulation set up by OT. 	<ul style="list-style-type: none"> • Reduced sensory-related behaviour incidents. • Improved engagement in lessons. • Improved regulation.