



**MARSHBROOK FIRST SCHOOL AND MARSHMALLOWS  
EQUALITY POLICY  
July 2016**

**OVERVIEW**

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all nine of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation and pregnancy and maternity (referred to as protected characteristics) In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. We have '**due regard**' of the need to advance equality of opportunity by:

- Removing or minimising disadvantages
- Taking steps to meet different needs
- Encouraging participation when it is disproportionately low

This Single Equality Policy summarises the school's approach in ensuring equality for all.

**OBJECTIVES**

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To **advance equality of opportunity** by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by **fostering good relations** between our pupils, and families
- To eliminate any **unlawful discrimination, harassment and victimisation**. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their protected characteristic.
- To recognize and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that pupils and parents are involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

**GOOD PRACTICE**

We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community. We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. racial/homophobic bullying.

**ROLES & RESPONSIBILITIES**

**Governing Body**

Work with the Head teacher and SENCO to monitor the implementation of the policy

**Head teacher**

Keep records of incidents which breach the equality act and deal with these incidents quickly and firmly

**SENCO/Class teachers**

Lead staff training and development in relation to equality and inclusion

Keep records of groups of children requiring additional support

Ensure all staff working within a classroom are aware of the individual needs of children

Report any breaches in the equality policy to the Head teacher or Senior Member of Staff

**OUTCOMES**

The school will make all 'reasonable adjustments' to promote equal opportunity and equal treatment of all members of the school community. It will ensure that all pupils are treated equally and as favourably as others.

We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010

**EQUALITY OBJECTIVE**

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.

Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. (see Appendix 1) We will review annually the progress we are making to meet our equality objectives as part of our School Development review and planning process.

**POLICY REVIEW**

This policy will be reviewed every three years by the Governing Body, as part of its monitoring cycle.

Appendix 1

<b>Objectives 2016-17</b>	<b>Actions (processes)</b>	<b>Funding Stream/Costs</b>	<b>Monitoring</b>	<b>Evaluation</b>
To promote spiritual, moral, social and cultural development, including British Values through all appropriate curricular and extra-curricular opportunities.	Ensure that all the current culture, practice and activities continue to ensure all areas of SMSC are actively promoted in the school	£600 Visits to places of worship, another school and visits from people of other faiths	SMSC audit how SMSC & British values are promoted	
Advance Equality of Opportunity	Create individual action plans to improve attendance of minority groups  All children are tracked so that individual needs are quickly identified and met. Ensure targeted intervention is put in place for all pupils who need to 'close the gap' to achieve good progress. Support from outside agencies is actively sought to ensure barriers to learning are overcome.		Action Plans in place  Vulnerable pupil records and class data analysis show identification of pupil's who are not making expected progress and intervention measures that are put in place.	

For information related to Accessibility, please see Accessibility Plan for 2016-19