



MARSHBROOK FIRST SCHOOL AND MARSHMALLOWS
EQUALITY POLICY
Updated July 2020

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 reassignment, Marriage and civil partnership, Race, Religion and belief, Sex, Sexual orientation, 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 governors through The Headteacher's Report. 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

Governors

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 annually.

Appendix 1

Objectives	Why we have chosen this objective	Actions (processes)	Progress we are making towards this objective
To continue to promote spiritual, moral, social and cultural development, including British Values through all appropriate curricular and extra-curricular opportunities.	We want an ethos and climate that promotes British Values	Ensure, by carrying out a regular audit, that all areas of SMSC are actively promoted in the school	Annual audit shows that provision covers all areas and values
Provide opportunities for children to engage with people from other faiths and cultures	To promote tolerance and understanding of others' beliefs because the school population is predominantly white British with a very low number of pupils from other ethnic groups.	Implement a planned annual programme of visits and visitors linked to the Religious Education Curriculum.	Pupils experience at least 1 visit or visitor from different faiths in years 2-4.
Maintain attendance figures above the National percentages for	Attendance figures for these groups were below the	Closely monitor attendance. Send out termly RAG rated letters and work with the Education Welfare	2017, 2018 and 2019 data shows attendance of FSM children and children with SEN support is above

pupil premium children and children with SEN Support.	National average for 2015 and 2016	Service to take action where pupils have red letters with no genuine reason for that degree of absence by meeting with families.	the National for these groups in both cases.
Close the attainment gap between vulnerable pupils and other pupils	Pupils in vulnerable groups do not perform as well as other pupils.	The attainment of all children is 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. Vulnerable pupil records and class data analysis show identification of pupils who are not making expected progress and intervention measures that are put in place.	Generally pupils in disadvantaged groups perform at a similar level to pupils in those groups Nationally.

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