



Marshfield CE VC Primary School

'Learning Together, Inspiring Each Other, Achieving Our Best'

Equalities Policy

Ratified by Governing Body on:	Date: 04/07/23
Due for review:	Date: June 2024
Equality Objectives to be updated by:	Date: May 2025 (or sooner as required)



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Equalities Policy and Objectives

At Marshfield Primary School, we want to ensure that we promote the highest possible standards of achievement for all. Equality of opportunity applies to all members of our school community: pupils, staff, governors, parents and community members.

We believe that equality is embedded in our Christian values and that these values, alongside our school vision, are designed to ensure that our school meets the needs of all, taking account of genre, race, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

Equality in education: it is vital that we value cultural diversity, meet the diverse needs of pupils to ensure inclusion, and ensure that all pupils are prepared for full participation in an equal and respectful society.

Equality in operation: it is also important that, in the operation of our school, we promote equality of opportunity between disabled and non-disabled persons, males and females, and people of different racial or cultural groups. We must eliminate discrimination and promote positive attitudes to all and encourage participation by all, which takes account of an individual's specific needs.

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.](#)

General duty under the equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate unfair discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The specific duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED). The specific duties require schools to:

- publish information showing compliance with PSED set out in section 149 of the Equality Act 2010;
- set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected characteristics

The equalities Act 2010 protects people from unfair discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- age (except children and young people under the age of 18)
- disability
- ethnicity and race
- gender
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation

Aims

- To ensure that there is equality of opportunity for all members of the school community, existing or potential, and any barriers to learning and participation are reduced or removed.
- To advance equality of opportunity between people who share protected characteristics and persons who do not share them.
- To ensure that everyone is treated with respect and that any form of prejudice is challenged and eliminated.
- To ensure that the school makes a constructive contribution to the local, national and global community.

Roles and responsibilities

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this policy. The Headteacher retains overall responsibility for ensuring that the actions are delivered effectively throughout the school and that this is communicated effectively with the governing body. All staff are responsible for delivering on our equality objectives both as employees and as it relates to their area of work. The policy will be reviewed by the Senior Leadership Team and by the governing body on a yearly basis with equality objectives being updated at least every four years.

Governors will:

- provide leadership and drive for the development and regular review of the school's equality and other policies;
- provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies;
- highlight good practice and promote it throughout the school and wider community;
- provide appropriate role models for all staff and pupils;
- recognise examples of good practice from the school and among individual staff and pupils;
- ensure a consistent response to incidents, e.g. bullying cases and racist incidents;

- ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority).

The Headteacher and SLT will:

- initiate and oversee the development and regular review of equality policies and procedures;
- consult pupils, staff and stakeholders in the development and review of the policies;
- ensure the effective communication of the policies to all pupils, staff and stakeholders;
- ensure that staff are trained as necessary to carry out the policies and ensure effective implementation;
- hold staff accountable for effective policy implementation;
- provide appropriate role models for all staff and pupils and highlight good practice;
- ensure a consistent response to incidents, e.g. bullying cases and racist incidents;
- ensure that the school carries out its statutory duties effectively.

All staff, teaching and non-teaching, will:

- contribute to consultations and reviews;
- promote an inclusive and collaborative ethos in their classroom;
- raise issues with line managers which could contribute to policy review and development;
- maintain awareness of the school's current equality policy and procedures;
- implement the policy as it applies to staff and pupils;
- behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality policy and ethos;
- provide a consistent response to incidents, e.g. bullying cases and racist incidents;
- keep up-to-date with equalities legislation relevant to their work.

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 governors 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 year as part of their annual safeguarding training. Bespoke training is also commissioned where a need arises, either individually or collectively, within the school.

The Head Teacher, in collaboration with the Senior Leadership Team, is responsible for monitoring equality issues and reporting back to Governors. Where deemed necessary, the Full Governing Body and the Local Authority will be made aware of issues as appropriate.

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 which are connected to a particular characteristic they have (e.g. accessibility issues for pupils with disabilities, or gay pupils/staff 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 where possible);

- 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 activities, enabling this through Pupil Premium or supported funding);
- ensuring the classroom is an inclusive environment in which pupils feel all contributions are valued;
- ensuring that teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities;
- ensuring teaching includes collaborative learning so that pupils appreciate the value of working together and all pupils are encouraged to question, discuss and collaborate in problem solving tasks;
- ensuring that pupil grouping is planned, flexible and varied;
- ensuring that all curriculum subjects contribute to the spiritual, moral, social and cultural development of all pupils: the content of the curriculum reflects and values diversity and encourages pupils to explore bias and to challenge prejudice and stereotypes;
- ensuring that teachers, in collaboration with the SENCo, will take positive steps to ensure no group or individuals are marginalised.

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

- collate attainment data each academic year showing how pupils with different characteristics are performing;
- analyse the above data to determine strengths and areas for improvement, implement actions in response, and publish this information;
- make evidence available identifying improvements for specific groups where issues have been identified (e.g. declines in incidents of homophobic or transphobic bullying);
- publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

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, 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;
- all pupils are encouraged to participate in the school's activities, such as sports clubs and trips and visits.

Admissions

The school's admission process is fair and equitable to all pupils and is managed by the local authority of South Gloucestershire. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc. is included in the pupil data forms issued to all parents.

Equality and staff

Marshfield CE VC Primary School will always comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from unfair discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. The school will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes unfair discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. Marshfield Primary School aims to ensure that the diversity of our workforce reflects that of our local community and wider society. We will ensure the safety and well-being of our staff and act on incidents of harassment and unfair discrimination, recognising that our staff may be either victims or perpetrators and provide regular training for staff to enable them to deal effectively with prejudice related incidents. Marshfield Primary School is committed to tackling unfair discrimination and bullying and will report and record all forms of prejudice related incidents, for example racism, homophobia, negative views of disabled people or sexism.

Equalities objectives 2021-2025

The Equality Act 2010 sets out that all public bodies will publish equalities objectives every four years. This document identifies the equalities objectives that we have chosen to focus on over the next four years to improve equality diversity and inclusion at Marshfield CE VC Primary School. We recognise and take very seriously our broad responsibilities as both an employer and as a provider of a service to members of the public and will endeavor to make sure that these targets are met.

Equality Strand	Objective and Actions	Responsibility	Impact
All	Raise awareness of equality and diversity: <ul style="list-style-type: none">raise awareness of aims and objectives of policy by sharing with staff and community;provide further staff training in all aspects of equality and diversity to support staff understanding and awareness;ensure curriculum drivers, planning and teaching encompasses diversity in all areas.	Head Teacher Head Teacher Curriculum teams	
All	Promote 'achieving our best' by ensuring that nobody is disadvantaged by any of the protected characteristics: <ul style="list-style-type: none">monitor attainment and progress data at least 3 times per year taking into account gender, FSM, PP, SEN and ethnicity, and take action to reduce gaps which may exist;track engagement and uptake of extra-curricular activities or enrichment to ensure these opportunities are accessible to all.	SLT SLT/ PE lead	

All	<p>Ensure the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of protected characteristics:</p> <ul style="list-style-type: none"> • ensure any selection panels are aware of, and take account of, the school's aims regarding equality and diversity; • consider opportunities to promote diversity through all aspects of the curriculum (including resourcing, historical figures, literature, etc.) • promote and actively seek engagement of visiting speakers to broaden and challenge children's understanding and perceptions; • ensure the school calendar and displays reflect and remember the importance of diversity (black history month, international women's day, etc.) 	<p>Head Teacher</p> <p>Panel</p> <p>Curriculum teams</p> <p>Teachers</p> <p>Curriculum teams</p> <p>Teachers</p> <p>Head Teacher</p> <p>SLT</p> <p>Teachers</p>	
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