

MARLBOROUGH ROAD ACADEMY

EQUALITIES AND COHESION POLICY

BACKGROUND

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. The legislation covers employment, the provisions of services and public functions, and education and places a **general duty** and **two specific duties** on schools.

The Act redefines Equality by bringing together all existing legislation on Equality into a single act. The Equality Act introduced the concept of a Protected Characteristic. This replaces the Equality Strands of previous legislation, by giving legal protection from discrimination on the grounds of the following sets of characteristics:

- Race
- Gender
- Marital status and civil partnership
- Pregnancy and Maternity
- Gender reassignment
- Disability
- Ethnicity
- Age
- Religion and Belief
- Sexual Orientation

Additional responsibilities for public bodies are set out in section 149 of the Equality Act. This places a **general duty** on public bodies when exercising their functions to pay due regard to equality and to meet the three aims of the Equality Act which are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Having due regard for advancing equality involves:

- Removing or minimizing disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people who share a protected characteristic where these are different from the needs of other people.
- Encouraging people who share a protected characteristic to participate in public life or in other activities where their participation is disproportionately low.

The Equality Act states that meeting different needs involves taking steps to take account of disabled people's disabilities. It describes fostering good relations, such as tackling prejudice and promoting understanding between people from different groups. It states that compliance with the duty may involve treating some people more favourably than others.

Direct discrimination is when a person is treated less favourably than others because of their real or perceived ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

There are **two specific duties** within the Public Sector Equality Duty which schools must fulfil. These are to:

- Publish annual information to demonstrate compliance with the Public Sector Equality Duty (PSED)
- Publish Equality objectives and review them annually

Our school ethos states:

Marlborough Road Academy is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to advance equality of opportunity, eliminate discrimination or harassment and promote positive relationships with parents, governors and members of the wider community.

At Marlborough Academy we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to overcome any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- provide a secure environment in which all our children can flourish
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.
- ensure that all pupils are able to take part in extra-curricular activities and residential visits and that no one is disadvantaged on the grounds of a protected characteristic.
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- publicise this Policy on the website to show how we are complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity;
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.
- regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action;
- regularly consider the ways in which our teaching and the curriculum provision will overcome any potential barriers to learning, support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping;
- ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language;
- regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans;
- ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice;
- welcome a diverse range of candidates for vacant posts and encourage those who are currently under-represented to join;
- collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff;
- When drawing up policies, we will carry out an equality impact assessment to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics.
- monitored and deal effectively with any bullying and prejudice related Incidents;
- Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice related bullying
- have high expectations of behaviour which demonstrates respect to others.

Marlborough Road Academy is committed to:

being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;

encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;

working in partnership with families, the local authority (LA), Salford Academy Trust and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our **Equalities and Cohesion Policy** is followed.

Responsibilities

The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the Duties
- scrutinize the recording and reporting procedures at least annually;
- follow the Academy Trust's admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- be pro-active in recruiting high-quality applicants from under-represented groups;
- Have due regard to the Public Sector Equality Duty when making decisions.

The Principal

It is the Principal's responsibility to:

- implement the policy and its strategies and procedures;
- make all staff aware of their responsibilities and provide appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of potential or actual discriminatory practice;
- ensure that all staff involved in recruitment understand their duties regarding recruitment and providing reasonable adjustments for staff;
- ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents;
- deal with any reported incidents of harassment or bullying in line with LA/Academy Trust guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's Equalities and Cohesion Policy.
- produce a report on progress for governors annually.

All Staff

It is the responsibility of all staff to:

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

Pupils

All pupils are expected to:

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

All visitors are expected to:

- be aware of, and comply with, the school's Equalities and Cohesion Policy.
- refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

CONCLUSION

This Policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in securing positive relations between different groups and shared communities, and that it does not disadvantage any particular sections of the community.

This Policy applies to all staff, governors, pupils, parents/carers and visitors.

DOCUMENT STATUS

Version	Date	Action	Ratified by Governing Body	
			Signature	Date
1	September 2012	Reviewed (JL)		
2	February 2014	Reviewed (CM)		
3	January 2016	Rewritten (JL)		