

# MARLBOROUGH ROAD ACADEMY

## EQUALITY INFORMATION AND OBJECTIVES

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### 1. AIMS

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

This 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.

### 2. LEGISLATION AND GUIDANCE

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics, known as protected characteristics.

For schools, this means that it is unlawful to discriminate against pupils and staff, or treat them less favourably because of their race; gender, marital or civil partnership; pregnancy or maternity; gender reassignment; disability; ethnicity; age; religion or belief; or sexual orientation. Under the Act, the Academy is expected to comply with the Public Sector Equality Duty as outlined above.

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 DfE guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

### **3. ROLES AND RESPONSIBILITIES**

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is David Cowpe. The link governor will:

- Meet with the designated member of staff for equality every biannually, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full Governing Body regarding any issues

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Emma Wileman, Vice Principal. The designated member of staff will:

- Monitor equality issues and support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor biannually to raise and discuss any issues
- Support the Principal in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

### **4. 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 annually.

### **5. 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. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic.
- 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 societies)

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

- Publish 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 (e.g. declines in incidents of homophobic or transphobic bullying)
- Collate further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **6. 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 protected characteristics through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, activities in other curriculum areas, the school rules and fundamental British Values.
- Holding assemblies and discussion in class 'Together Time', dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute, as appropriate.
- 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
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **7. EQUALITY CONSIDERATIONS IN DECISION MAKING**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. EQUALITY OBJECTIVES

**Objective 1:** To use performance data to monitor student achievement and respond to variations between groups of learners, subjects, key stages, trends over time and comparisons with other schools.

Measured via: IDSR, ASP, Internal data

**Objective 2:** To provide an environment that welcomes, protects and respects diverse people

Measured via: Staff training records, pupil, staff and parent voice

**Objective 3:** To ensure that all pupils and staff are given opportunities to make a positive contribution to the life of the school.

Measured via: Pupil jobs, sports teams, school council, performances, extra curricular activities, CPD.

**Objective 4:** To address social, moral, spiritual and cultural development through the curriculum, enrichment and the school approach to behaviour in order to increase pupil awareness and understanding of issues important to different communities.

Measured via: PASS, Pupil Voice, behaviour monitoring data, learning at lunchtime.

**Objective 5:** Undertake an analysis of recruitment data and trends with regard to characteristics.

Measured via: response to recruitment advertising, shortlists and recruitment analyses.

**Objective 6:** Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.

Measured via: Staff induction processes, risk assessments, OHU referrals

**Objective 7:** Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, letterheads, application forms and website, to help address the under-representation of people with disabilities in the school workforce.

Measured via: Recruitment data and trends as above

## 9. MONITORING ARRANGEMENTS

Specific tasks relating to these objectives can be found in the School Development Plan.

The designated member of staff for equality will update the equality information we publish, at least every year. This document will be reviewed by the Governing Body at least every 4 years.

## 10. LINKS WITH OTHER POLICIES

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equalities and Cohesion
- Safeguarding
- Behaviour
- SEND and Inclusion

### DOCUMENT STATUS

Version	Date	Action	Ratified by Governing Body	
			Signature	Date
1	January 2018	First Issued (JR)		
2				

*This Policy has been impact assessed to ensure that it does not have an adverse effect on race, gender or disability equality*