



Marsh School Equalities Policy

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1. School Mission Statement

This policy builds upon the school's core values and ethos. The school has an open arms policy and promoting equality and diversity, challenging discrimination and celebrating diversity are central to the whole work of the school as every child really matters. The school's mission is;

Fun

Uplifting

Nurturing

It is our mission to provide the best quality early education for the whole child so that they develop a love of learning and can flourish in all aspects of their lives within a safe atmosphere of mutual support and trust. It is also our mission to be a caring, family school at the heart of the community. We always have high expectations of ourselves and the children and we are deeply committed to raising achievement. Creativity, fun and the broadening of horizons are central to our work. Every child is known personally and is special to us.

This policy links with other key policies;

- Social cohesion policy
- Assessment, Record Keeping and Planning policy
- Behaviour
- PHSCE policy
- Teaching and learning
- Subject policies
- CPD
- Admissions
- Attendance
- Staff recruitment and retention
- Visits and visitors

2. Philosophy

1. Equality is not about benefiting some people at the expense of others - equality benefits everyone.
2. The mission statement of our school talks of every child being known to us and special. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we never tolerate bullying and harassment of any kind.
3. It is recognised that members of the school community including staff come with their own values, attitudes and experiences that affect the way that they act. However, in this school the needs of the child are paramount. We need to ensure that we cater for the wonderful diversity in our school as well as we can so that all members of our school community feel valued and welcome.

4. The Head Teacher and the governors have recognised the vital importance of promoting equality and inclusion and have actively set aside a considerable amount of the budget to facilitate the development of this area. The school now has a SENCO (0.6) and an Inclusion Manager as well as an EAL co-ordinator.
5. We actively tackle discrimination against those with a disability, all types of religious and racial discrimination and promote equal opportunities and good relations between and amongst all.
6. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender, religion, belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist.
7. Our schools admissions policy is equally open to pupils of all groups and we provide a welcome for all children especially those in difficult circumstances who may need a new start.
8. Within the context of the school we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.
9. This policy applies to all stakeholders in the school including staff, governors, pupils, parents/carers, visitors and anyone else who is involved in the school.
10. This policy encompasses the six Equality strands regarding Disability, Gender, Race, Age, Sexual Orientation and Religion or Belief/Non-belief.

3. Background and profile of the school

The governors and leadership of the school are very aware of the context of the school and the profile of the community it serves. They use local census information, information from Buckinghamshire County Council and a range of other data on a regular basis to ensure that the school is focussing upon the specific needs of all stakeholders. This information is confidential and is kept in school. Stakeholders can ask for more information about this under the data protection act following the procedures agreed by the governing body.

4. Terminology

What is Equality?

Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief, sexual orientation, age, or any other recognised area of discrimination.

What is Diversity?

Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.

What is Community Cohesion?

Community cohesion is to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities.

Disabled persons

We follow the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness all of which are substantial.

Older People

With regard to age our focus is on older persons (over 60)

Race Equality and racist incident

With regard to race equality we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person'.

Sexual orientation

With regard to sexual orientation we refer to lesbians, gay, bisexual and transgender people.

Religion

With regard to religion we actively support the rights of all to practice their belief /non beliefs equally.

For other definitions please see Appendix A

5. Responsibilities

The Governing Body are responsible for ensuring that;

1. The school complies with all equalities legislation relevant to the school community
2. The school's Equalities Policy is maintained and updated regularly;
3. That procedures and strategies related to the scheme are implemented;
4. The named Diversity Governors will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents.
5. The school's diversity governors are Mrs. Julie Gillies and Mrs. Tina Thackeray

The Headteacher and Senior Management are responsible for;

1. Providing leadership and vision in respect of equality and diversity alongside the Governing body;
2. Overseeing the implementation of the Equalities Policy;
3. Co-ordinating the activities related to equality and diversity with the EAL co-ordinator, Inclusion Manager and SENCO.
4. Ensuring that all who enter the school are aware of, and comply with, the Equalities Policy
5. Ensuring that staff are aware of their responsibilities and are given relevant training and support;
6. Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, belief / non belief.
7. Actively planning to address perceptions of different groups

8. Actively encouraging all groups to participate in the life of the school so they can support their children.
9. Considering and overcoming barriers to parents' involvement (i.e. work commitments, non-resident parents, and lone parents).

All Staff are responsible for:

1. Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
2. Not discriminating on grounds of race, disability, or other equality issues either through their words or actions. All our staff have the interests of the children at heart and it is important to think carefully about our choice of words.
3. Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.

All Parents/Carers are responsible for:

1. Their children's education;
2. Modelling good attitudes towards equality and diversity to their children in line with the school policy.
3. Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils, staff and senior management including the Governors ;
4. Understanding the ethos of the school and becoming involved in school life (i.e. open days, extended services, informal discussions with staff, parent evenings

All Pupils are responsible for:

- Not discriminating on grounds of race, sexual orientation, religion, belief or non-belief, gender; or other equality issues;
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school;
- Understanding, valuing and celebrating diversity;
- Challenging stereotypes, and prejudices.
- Treating others as their equals.
- We are aware that our children are very young, but they still need to be responsible at an appropriate level for their behaviour. Parents need to be fully involved in supporting this.

6. Eliminating discrimination, promoting equality and celebrating diversity

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all pupils
- Prepare them for life in a diverse society;
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping;
- Develop learning materials and activities that emphasise the benefits of having diverse communities, neighbourhoods, schools and groups.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Promote attitudes and values that will challenge discriminatory behaviour;
- Strengthen individual and collective skills to deal with change across time and space

- Provide opportunities for pupils to identify shared interests among members of different social groups and categories.
- Use a range of sensitive teaching strategies when teaching about different cultural traditions;
- Develop pupils awareness so that they can detect bias and challenge discrimination;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion appropriate to the age of the children.
- Promote and celebrate the contribution of different ethnic groups in the development of learning where appropriate.
- Seek to involve all parents in supporting their child's education regardless of background or culture.
- Provide educational visits and extra-curricular activities that reflect all pupil grouping to widen horizons. These will be open to all groups at as low a cost as possible and systems are in place to support those on low incomes so they can also participate. No child is ever excluded from an activity because their family cannot afford it.
- Take account of the performance of all pupils when planning for future learning and setting challenging targets, making best use of all available resources to support the learning of all groups of pupils.
- Be aimed at increasing achievement of all pupils in English, Maths, Science and ICT across all stages.
- Challenge negative stereotypes and prejudices about leadership/membership to certain groups and
- Challenge assumptions and expectations about specific lifestyles or identities

Personal Development

We aim to ensure that;

- All staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils.
- All pupils are encouraged to consider how important work is and that there is a full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race as well as their sexual orientation or religion/ belief or non belief.
- There are no unlawful distinctions, exclusions, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities and services.
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- All pupils develop communication, delegation, motivation and supervision skills, particularly those who come from vulnerable, excluded or deprived backgrounds.

Curriculum

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic

needs and their learning styles.

- We provide the means for children, young people their friends and families to have meaningful and continuous interaction with people from different backgrounds, lifestyles and identities.
- Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups.
- Challenge perceptions among majority groups about special treatment of minority groups.
- Facilitate meaningful and continuous interaction between people from all walks of life.
- Increase awareness about rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality.
- Remove barriers to access, participation, progression, attainment and achievement.

Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants although we have a focus upon providing work opportunities for our families so that they can get back into the workforce. This may have been through work placements with us.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process.
- Steps are taken to encourage people from under represented groups to apply for positions at all levels of the school.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff induction.
- All supply staff are made aware of equalities policies and practices.
- There is training for staff, teachers, governors and head teachers on community cohesion.
- Workforce at all levels reflects local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation.

Partnerships with parents/carers and the wider community

- All parents/carers are encouraged to participate at all levels in the full life of the school particularly through having an open door policy and planned activities that they can join in with. This enables stronger links to be made between groups of parents and is a good model for the children.
- Members of the local community regularly join in school activities e.g. school fair, We all belong celebrations, Eid celebrations, harvest festival etc.
- The school actively supports new and settled communities.
- We consult and engage with all groups of community members to monitor and evaluate efficiency and fairness of extended services e.g. about breakfast clubs
- Increase sense of responsibility and reciprocity between and within groups and persons.
- Increase awareness amongst pupils, parents, carers and families about local services and facilities.
- Seeking advice e.g. from METAS about support options.

7. Monitoring and Reviewing

1. We have a rolling programme for reviewing our school policies. Governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy. The Well being, Inclusion and Safeguarding committee has responsibility for reviewing this policy on an annual basis and it is brought to the full governing body in Autumn Term each year.
2. We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific attention to the impact that our policies have on the attainment of pupils from different groups.
3. We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information at the Curriculum and Achievement Committee meetings.
4. School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.
5. As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:
 - Exclusions;
 - Incidents of racism, disabilism, sexual harassment and all forms of bullying;
 - Parental involvement.
6. Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Signed.....

Chair of Governors.....

Date.....

Appendix A

Legal Requirements: race equality issues:

- **The Race Relations Act 1976 prohibits schools from discriminating on grounds of race, colour, nationality or ethnic or national origin.**
- **The Race Relations (Amendment) Act 2000 places a general duty on schools to:**

Eliminate racial discrimination;
Promote equality of opportunity;
Promote good relations between people of different racial groups.

The specific duties require us to:

- Prepare a written policy on racial equality;
- Assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of these pupils;
- Monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

Legal requirements: gender issues

The Sex Discrimination Act 1975 states that it is unlawful to treat a person less favourably than another is treated in similar circumstances on the grounds of sex:

- Apply a condition which discriminated against a man or a woman because they are less able to comply with it than a member of the opposite sex is and;
- Discriminate against somebody because they are married.

The Equal Pay Act 1970 requires that men and women should be paid equally where they are carrying out:

- The same job
- Work of equal value
- Work related as equivalent under the job evaluation scheme.

Section 47 and 48 of the Sex Discrimination Act permits employers to act positively in favour of a particular gender by:

- Offering access to training to employers and/or non employees to help fit them to particular work in the organisation in which their gender group has been identified as under represented and;
- Encouraging employees and/or non employees to take up opportunities for work.
- The Equality Act 2006 purpose was to create a public duty to promote equality of opportunity between men and women and to prohibit sex discrimination.

Specific duties of schools :

- Consider the need to include objectives to address the causes of any gender pay gap.
- Gather and use information.
- Consult stakeholders and take account of relevant information.
- Assess the impact of its current and proposed policies and practices.
- Implement the actions set out in its scheme.
- Monitor, evaluate and report.

Legal requirements: disability issues

- **The Disability Discrimination Act 2005 (DDA)** defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long term adverse effect on his or her ability to carry out normal day to day activities'.
- **The DDA 2006** has also extended the definition of disability as follows: People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long term and substantial adverse effect on their activities. Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day to day activities.

The Duty

- The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:
- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

The specific duty of schools

- To publish a disability equality policy showing how it is meeting its duty
- Implement the actions in their scheme within three year cycle
- Report on the scheme annually
- Review and revise the scheme every three years

Legal requirements: sexual orientation issues

- **The Employment Equality (sexual orientation) Regulations 2003** cover discrimination, harassment and victimisation in work and vocational training. They make it unlawful to deny people jobs because of prejudice about their sexual orientation. They enable individuals to take prompt and effective action to tackle harassment, and enable people to have an equal chance of training and promotion, whatever their sexual orientation or the sexual orientation of those with whom a person is associated or related.
- **The Equality Act 2006** included an order making power that allows Regulations to be made to prohibit sexual orientation discrimination in the provision of all goods, facilities and services in education and in the execution of public functions. These Regulations entered into force on the 30th of April 2007.

Sexual orientation means an individual's sexual orientation towards:

- people of the same sex as him or her (gay or lesbian);
- people of the opposite sex (heterosexual);
- people of both sexes (bisexual)

It does not include transsexuality which is related to gender and is covered in the employment context by sex discrimination legislation.

The Regulations prohibit discrimination on the basis of a person's:

- Actual sexual orientation;
- Perceived sexual orientation by him or her;
- Sexual orientation of someone with whom he/she is associated.

Discrimination is defined as:

- Direct discrimination on the grounds of sexual orientation happens when a person is treated less favourably than another person is, or would be, treated in the same circumstances, and that treatment is because of their sexual orientation, perceived sexual, or that of a person with whom he or she is associated- such as a parent.
- Indirect discrimination on the grounds of sexual orientation happens where a provision, criterion or practice is applied to everyone, but it has the effect of putting a person of a particular sexual orientation at a disadvantage- and it cannot be reasonably justified by reference to considerations other than sexual orientation.
- Victimising someone by treating them less favourably because of anything they have done or intend to do in relation to these regulations such as making a complaint or giving evidence for a complainant, is also unlawful discrimination.

The specific duties of schools require us not to unlawfully discriminate against a person:

- In the terms on which it offers to admit him or her as a pupil
- By refusing to accept an application to admit him or her as a pupil
- In the way in which a pupil is afforded access to any benefit, facility or service
- By refusing access to any, benefit, facility or service
- By excluding him or her
- By subjecting him or her to any other detriment

Legal requirements: Religious belief / non belief issues

- **The Employment Equality (religion or belief) (amendment) Regulations 2006** apply to discrimination on grounds of religion, religious belief or similar philosophical belief. They cover direct or indirect discrimination, harassment and victimisation in work and vocational training on grounds of perceived as well as actual religion or belief (i.e. assuming - correctly or incorrectly - that someone has a particular religion or belief). It is illegal to discriminate against any one because of their religion or faith when providing goods or services.
- Exceptions may be made in very limited circumstances if there is a genuine occupational requirement for the worker to be of a particular religion or belief in order to do the job or to comply with the religious or belief ethos of the organisation
- Religion or belief is defined as being any religion, religious belief or similar philosophical belief. This does not include any philosophical or political belief unless it is similar to religious belief. It will be for the Employment Tribunals and other Courts to decide whether particular circumstances are covered by the Regulations

For example it is unlawful to:

- Decide not to employ someone
- Dismiss them
- Refuse to provide them with training
- Deny them promotion
- Give them adverse terms and conditions

Because they follow, or do not follow, a particular religion or belief

Legal requirements: age issues:

- **The Employment Equality (Age) regulations 2006** prevent unjustified age discrimination in employment and vocational training. It protects against discrimination that is directly against anyone:
 - That is, to treat them less favourably than others because of their age – unless objectively justified
 - Discriminate indirectly against anyone – that is, to apply a criterion, provision or practice which disadvantages people of a particular age unless it can be objectively justified
 - Subject someone to harassment. Harassment is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them having regard to all the circumstances including the perception of the victim
 - Victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination on grounds of age

Appendix B

The Employment Equality (Sexual Orientation Regulations) 2003

<http://www.opsi.gov.uk/si/si2003/20031661.htm>

Guidance on New Measures to Outlaw Discrimination on Grounds of Sexual Orientation in the Provision of Goods, Facilities and Services

<http://www.communities.gov.uk/documents/communities/doc/485013.doc>

The Equality Act (Sexual Orientation) Regulations 2007, Guidance for Schools

<http://www.teachernet.gov.uk/docbank/index.cfm?id=12504>

For detailed guidance on:

- Admissions, teaching and the curriculum
<http://www.dfes.gov.uk/sacode/>
<http://www.teachernet.gov.uk/teachingandlearning/subjects/>
- Handling sex and relationship education
<http://www.dfes.gov.uk/sreguidance>
- Impact of Part 2 of the Equality Act 2007 (discrimination on grounds of religion or belief)
<http://www.teachernet.gov.uk/wholeschool/equality/religion>
- Anti-discrimination legislation
<http://www.teachernet.gov.uk/wholeschool/sexualhealthandorientation/homophobia/legislation>
- Tackling homophobic bullying
http://www.teachernet.gov.uk/teachers/issue33/secondary/features/Tacklinghomophobia_Secondary
- Code of Practices for Disability, Gender and Race
<http://www.equalityhumanrights.com>

