



# Equality and Achievement Policy

September 2020 – September 2024

Signature of Head teacher:

*J. Cusick*

Signature of Chair of Governor:

*E. Kingdon Jones*

Date approved by Governors:

9<sup>th</sup> December 2020

Reviewed:

9<sup>th</sup> September 2023

# **Mission, Vision and Values**

## **Philosophy and Purpose**

### **Mission**

To provide a caring, respectful, tolerant environment in which all individuals are enabled to fulfil their full potential through a creative and enjoyable curriculum.

At Marsh Hill we feel that the school should provide the foundation and opportunities for children in our care to become well rounded and capable individual members of a society which continually evolves and develops.

When children leave Marsh Hill we want them to be independent learners and thinkers with a range of skills and talents. We can only do this by striving to provide an environment for learning in which children are able to maximise their potential academically, socially, physically and emotionally.

### **Vision**

We want pupils in our care to ...

- Have the necessary basic linguistic, mathematical, scientific, artistic, physical and social skills.
- Make good and better progress in all subjects.
- Have a positive attitude towards learning and a desire for knowledge
- Develop a lively, enquiring mind with the ability to apply themselves to tasks with self-discipline and an increasing sense of responsibility for their own actions.
- Become self-confident learners with a love for learning which will stay with them for life.
- Want to be at our school, developing into independent learners who are adaptable, questioning, curious and confident in their own ability to achieve their full potential.
- Develop a respect and a tolerance for all religious, moral and cultural values including having a regard to the wider community.
- Feel valued, are happy and inspired, experiencing success and willing to take risks confidently learning from failure.

## We aim to provide...

A broad and varied curriculum promoting a community of enthusiastic and independent learners  
A happy, healthy school in which **everyone feels valued**.

A caring, secure and stimulating environment in which to educate each child intellectually, socially, emotionally, morally and physically, so that he/she can reach their full potential, moving on to the next stage of their education with confidence and high self-esteem, and being prepared for their adult role in society.

Teaching of a high standard, **enabling all children** to make good and better progress in all subjects with high standards of both achievement and behaviour.

**An inclusive curriculum**, which is broad, balanced, relevant and **differentiated to each child's needs**.

**Equality of opportunity for all children, regardless of age, gender, race, creed, culture, physical disability or special educational need.**

**A diverse range of opportunities** to stimulate the children's learning and promote enquiry through the curriculum and beyond.

**Actively promote British Values throughout the curriculum.**

### Values

It is our aim to raise standards by promoting a school ethos which is underpinned by **core values**. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

The ethos of our school is built on a foundation of 22 core values which are addressed directly through lessons, assemblies and permeate the whole curriculum. Each month we focus on a particular value. We learn to understand what the values looks like and how we can demonstrate the value, in the way we behave, in our attitude towards each other and in our learning.



## Introduction

On the 1st October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

**GUIDING PRINCIPLES:** In fulfilling the legal obligations we are guided by nine principles:

**Principle 1: All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value:**

- whether or not they are disabled.
- whatever their ethnicity, culture, national origin or national status.
- whatever their gender and gender identity.
- whatever their religious or non-religious affiliation or faith background.
- whatever their sexual identity.

**Principle 2: We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same.**

Our policies, procedures and activities must not discriminate, but must nevertheless take account of differences of life-experience, outlook and background and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made.
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
- gender, so that the different needs and experiences of girls and boys and women and men, are recognised.
- religion, belief or faith background.
- sexual identity.

**Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people.

- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents.

- mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled.
- whatever their ethnicity, culture, religious affiliation, national origin or national status.
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people.
- people of different ethnic, cultural and religious backgrounds.
- girls and boys, women and men.

**Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds.
- both women and men, girls and boys.
- gay people as well as straight.

**Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled people as well as non-disabled.
- people of a wide range of ethnic, cultural and religious backgrounds.
- both women and men, girls and boys
- gay people as well as straight.

## **Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability.
- ethnicity, religion and culture.
- gender.

## **Principle 9: Objectives We formulate and publish specific and measurable objectives, based on the evidence**

We have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability.
- ethnicity, religion and culture.
- gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Within the framework of the overall School Improvement Plan and processes of self-evaluation, we set out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

## **Ethos Statement**

Marsh Hill Primary School prides itself where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

We aspire to fulfil our legal obligations towards pupils, parents/carers and staff. Equality and diversity principles will run through all day to day practices and be embedded in all policies:

- admissions, induction and attendance.
- pupils' progress, attainment and achievement.
- pupils' personal development, welfare and wellbeing (linking to anti-bullying and safeguarding).
- care, guidance and support.
- parental/carers involvement.
- working with the wider community and community cohesion.
- behaviour, discipline and exclusions (linking to SEAL).
- teaching styles and strategies.
- staff recruitment, retention and professional development.
- inclusion (linking to curriculum, participation etc.).

## Legal Duties

This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality. This policy has been developed to enable us help meet our general duties to:-

- eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- advance equality of opportunity between those who have a protected characteristic and those who do not.
- foster good relations between those who have a protected characteristic and those who do not.

We understand the principle of The Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under The Act covers the groups listed below:

- age (for employees not for service provision).
- disability.
- race.
- sex (including issues of transgender) gender reassignment.
- maternity and pregnancy.
- religion and belief.
- sexual orientation.
- marriage and civil partnership (for employees).

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet these. These are to:

- publish equality information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child)
- prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse the data to determine the focus for our equality objectives. This data will be assessed across our core provisions as a school. This will indicate the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above; however, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

In fulfilling our obligations we will:

- Recognise and reflect diversity.
- Foster positive attitudes and relationships and a shared sense of belonging.
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely.
- Strive to ensure that society will benefit.

### The Curriculum/Teaching and Learning

Equality and diversity will be as embedded as far as is possible in all areas of the curriculum and pupils will be given opportunities to explore prejudice and discrimination and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc.

Each subject area will be kept under review, including the resources available to ensure they reflect both the diversity of the school, local community and wider society as a whole. Attainment and achievement data will be collected and this will be used to inform planning and provision to support individuals and groups of pupils. We will demonstrate an awareness of the specific assessment needs of pupils with additional needs such as EAL, SEN etc. and we also recognise the importance of scrutinising assessment materials for cultural bias.

### **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority using their guidance materials. The Local Authority may provide some support.

<b>School Community</b>	<b>Responsibility</b>
<b>Governing Body</b>	Ensuring the school complies with the legislation and that the policy, the school's practice and related procedures and any action plans are implemented and regularly reviewed and monitored. Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving these equality objectives.
<b>Head Teacher</b>	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.



<b>Senior Leadership Team</b>	To support the Head Teacher as above: Ensure fair treatment and access to services and opportunities. Ensure all staff are aware of their responsibility to record and report prejudice-related incidents.
<b>Teachers</b>	Help in delivering the right outcomes for the pupils. Uphold the commitment made to pupils and parents/carers on how they can expect to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice-related incidents.
<b>Support Staff</b>	Support the school and governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Head Teacher on how pupils and parents/carers can expect to be treated. Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice-related incidents.
<b>Parents</b>	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate them. Take an active role in supporting and challenging the school to achieve the commitment given to the school community and achieving equality of opportunity for all.
<b>Pupils</b>	Supporting the school to achieve commitment made to tackle inequality. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

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### Monitor and Review

Every three years we will review our policy and objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

<b>Policy Implementation</b>	
Introduced	March 2017
In conjunction with other Policies.	SEN Policy Teaching and Learning Policy Medical Policy Positive Behaviour Policy
Review Dates:	<b>September 2024</b>

## **Appendix 1:**

### **Equality Objectives:**

Marsh Hill Primary School is committed to ensuring equality of provision throughout the school community. In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following equality objectives for 2020 - 2024:

- To promote understanding and respect for differences.
- To continue our focus on promoting positive outcomes for all vulnerable pupils, so they achieve their best in Reading, Writing and Maths.
- To improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition
- To continue to promote positive attitudes towards a diverse community and promote greater understanding of people with protected characteristics through training for staff and governors on equality and diversity
- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities.
- To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

## Appendix 2:

### Data on the School Workforce

i) Gender of the school workforce

TEACHERS		SUPPORT STAFF	
Female	16	Female	34
Male	5	Male	3
Total	21	Total	37
Total number of Staff		58	

ii) Ethnicity of the school workforce

DESCRIPTION	NUMBER OF STAFF
White British	39
Black Caribbean	8
Black African	1
Asian Indian	2
Asian Pakistani	2
Asian Other	1
Asian Bangladeshi	2
Mixed White Black Caribbean	3
Mixed White Asian	
Refused	
Total	58

iii) Disability Status of the school workforce

DISABILITY	NUMBER OF STAFF
Yes	0
No	58
Not obtained	0
Total	58

iv) Applications for flexible working (All Staff – during the past 12 months)

APPLICATIONS FOR FLEXIBLE WORKING	NUMBER OF STAFF
	1

v) Application for Leave During the past 12 months) \* Other

APPLICATIONS FOR LEAVE	NUMBER OF STAFF
Maternity Leave	1
Paternity Leave	1
Shared Parental Leave	0
Dependants Leave*	56

Special Leave*	46
Leave for religious observation	15

### Data on the school student population

#### i) Gender of the school students

Year Group	Male	Female
Reception	34	25
Year 1	29	29
Year 2	28	31
Year 3	31	28
Year 4	33	27
Year 5	29	31
Year 6	30	29
<b>Sub Total</b>	<b>214</b>	<b>200</b>
<b>Total Number of Pupils on roll = 414</b>		

#### ii) Ethnicity Group breakdown of Students

Description	Number of Students
Bangladeshi	23
Indian	18
Pakistani	4
Kashmiri Pakistani	6
Mirpuri Pakistani	52
Other Pakistani	54
Other Asian	1
Black African	1
Black Congolese	5
Black Caribbean	18
Black Ghanaian	1
Black Nigerian	11
Black North American	1
Black Sudanese	2
Other Black	8
Black Somali	2
Black & Chinese	1
Asian & Any other ethnic group	3
Other Mixed Background	4
White & Any other Asian background	2
White & Asian	3
White & Chinese	1
White & Indian	1
White & Pakistani	2
White & Black African	8
White & Black Caribbean	18

Information Not Obtained	21
Arab	4
Iraqi	2
Italian	1
Kurdish	3
Other Ethnic Group	1
White Eastern European	9
White English	67
Kosovan	1
Other White	12
Gypsy / Gypsy Roma	0
Afghan	8
Refused	17
Yemeni	4

iii) Disability status of students

Disability Code	Description	Number of Students
n/a		

iv) Religion / Belief Breakdown of Students

Religion / Belief	Number of Students
Buddhist	2
Christian	83
Hindu	7
Muslim	197
No Religion	78
No Response	30
Other	9
Roman Catholic	10
Sikh	5
Refused	2

**Current School Data / National Average Indices**

Pupils on Roll = 414	Marsh Hill Primary School Pupils	National Average
Disadvantaged Pupils	46.4%	25.5%
SEND Pupils	15.3%	15.3%
English Additional Language	28.6%	21.3%

**ALL DATA FIGURES ARE ACCURATE AT THE TIME OF PUBLICATION OF THE DOCUMENT AND WILL BE REVIEWED / REVISED ANNUALLY**

**THIS DOCUMENT IS CLASSIFIED AS RESTRICTED**