



Equality Information and Objectives Policy



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Other related academy policies that support this Equality, Information & Objectives Policy include Accessibility plan, SEND & Behaviour & Rewards.

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1. Aims

At The Marvell College we are committed to meeting the Public Sector Equality Duty (PSED) requirements and have due regard for the need to eliminate all forms of discrimination, promote and advance equality and foster good relations with all stakeholders.

This is reflected in our vision to be *“A restorative and inclusive community, working together to achieve excellence for children”* and our PRIDE values (Polite, Restorative, Inclusive, Determined, Excellence).

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

2. 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](#).

3.

Roles and responsibilities

The governing board 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 headteacher will:

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

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 Marvell College 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.

They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 (e.g. enabling Muslim pupils to pray at prescribed times)
- 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:

- Produce and 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)
- Publish 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 a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship 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 and enrich our curriculum
- 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 and provide support and expertise to enrich our curriculum and pastoral offer

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
- Is accessible to pupils identified as 'disadvantaged' or in receipt of the Pupil Premium

8. Equality objectives

Objective 1: *Increase the achievement and progress for identified groups of pupils where gaps are evident with 'other' pupils*

Why we have chosen this objective: Achievement by the end of Key Stage 4 is different for different groups of pupils both nationally and in school. This is particularly the case for boys, those identified as disadvantaged (Pupil Premium) and those with Special Educational Needs and Disabilities. By identifying this as our first objective we work to live out our Vision and Values and enable all children to achieve well. This objective is reflected in our School Improvement Plan/

Objective 2: *Reduce rates of absence and exclusions for identified groups of pupils where gaps are evident with 'other' pupils*

Why we have chosen this objective: Both locally and nationally rates of absence and exclusions are higher for different groups of pupils. Our School Improvement Plans focus sharply on these variations and we carefully consider the quality and effectiveness of our provision to ensure all pupils have equal access to the curriculum and can subsequently achieve well.

Objective 3: Undertake an annual analysis of recruitment and pay decisions/data and trends with regard to race, gender and disability and report on this to the Local governing board.

Why we have chosen this objective: To ensure that important decisions take due consideration of protected characteristics and enable us to consider how all members of staff have equal opportunity in relation to recruitment and career progression.

Objective 4: Ensure that, where necessary we make reasonable adjustments to procedures set out in policies and documents for pupils and staff with disabilities, to better meet needs and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective: To ensure that pupils and staff with disabilities have equal opportunity to succeed and make a positive contribution within the school.

9. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

The Local Governing Body will review this document at least every 4 years.

This document will be approved by the Trustees.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND policy
- Behaviour and Rewards Policy