MARLCLIFFE PRIMARY SCHOOL

Equality Information and Objectives Statement

Last Reviewed	Dec 2023	Next Review	Dec 2027
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1. Aims

Marlcliffe Primary School aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 requires 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.

Marlcliffe Primary School has developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010. At Marlcliffe Primary School, we are committed to ensuring equality of education and opportunity for all children, staff, parents and carers receiving services from the school, irrespective of race, gender, sexual orientation, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to Marlcliffe feel proud of their identity and able to participate fully in school life. The achievement of children will be monitored by race, gender and disability and we will use this data to support children,

raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. The Equality Act 2010 has simplified anti-discrimination laws by having a single equality act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

The Equality Act covers all aspects of school life such as the treatment of:

- pupils and prospective pupils
- parents and carers
- employees
- local community

There are nine protected characteristics covered by the Act under which it is unlawful to treat people unfairly. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- gender (sex)
- sexual orientation



Every person has one or more of the protected characteristics; therefore, the Act protects everyone against unfair treatment. The Equality Act makes it unlawful to treat someone differently, either through direct and indirect discrimination, harassment, victimisation and by failing to make a reasonable adjustment for a disabled person.

Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

The general duty is supported by specific duties, these are to:

- publish information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this.
- prepare and publish our specific and measurable objectives to achieve the three aims of the duty and undertake this no later than in four years' time.

In order to do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our

core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information.

In relation to school provision we will pay particular attention to the following functions:

- admissions
- attendance
- attainment
- exclusions
- prejudice related incidents

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 legal obligations, we will:

- recognise and respect 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

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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Meet with the headteacher and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and deliver training as necessary

All staff will:

- Enact all aspects of this document, its commitments and procedures, and their responsibilities within it
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head of school, headteacher or principal
- Promote equality and good relations and not discriminate on any grounds
- Attend training and information sharing opportunities as necessary to use this and associated documents with confidence, and keep up to date with current equality legislation
- Promote equal opportunities through their words and actions

Pupils according to their ability and understanding should:

- Refrain from engaging in discriminatory behaviour, or any other behaviour that could cause offence to others.

Parents and Carers

- Parents and carers will be encouraged to participate fully in implementing this document within the school, particularly by reinforcing its ethos at home. They will be invited to comment on the Equality Objectives and will be regularly updated on progress.

All Visitors, Volunteers and Contractors should:

- Make themselves aware of, and comply with the expectations contained within this document
- Refrain from engaging in discriminatory behaviour or language on school premises
- Bring to the attention of a member of staff any act, or behaviour that concerns them

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

As a school we use our Relationship and Health Education as an approach to tackle bullying, and to enable pupils to recognise and manage their own and other pupils' emotions and feelings. Children at Marlcliffe can feel confident that member of staff will listen to their problem. We have various events in school to celebrate diversity and to encourage interaction. The school is developing good links with local businesses and shops. The school works with local facilities and resources

In addition to local links and activities, we have developed further links through our charitable work such as Children in Need, Sport Relief, Comic Relief, S6 Foodbank.

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 that 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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above 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 discuss themes in assemblies and we will also invite external speakers to contribute
- 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.
- Developing and maintaining links with people and groups who have specialist knowledge about particular characteristics, which help 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

8. Equality objectives

Objective 1

To monitor and analyse pupil achievement by race, gender and special educational need, disability and disadvantaged groups and act on any trends or patterns in the data that require additional support for pupils.

Objective 2

To deliver a broad and balanced curriculum, that provides opportunities for all pupils to achieve the highest standards of education, using specialist programmes and dedicated resources to support pupils who need it the most. We will deliver a programme of assemblies, outside visitors, residential and education trips to promote the ethos of equality and diversity.

Objective 3

To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement. We will aim to raise aspirations among children and parents and raise awareness of future career options for all children, challenging gender stereotypes.

The implementation and impact of these objectives and the equality plan will be monitored and reviewed by the governing board through:

- Reviewing pupil progress and attainment for different sub-groups (e.g. individual schools, boys / girls, Pupil Premium, SEN and Children in Care) annually, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.
- Receiving reports from Headteacher and key staff.
- Receiving reports from monitoring visits and Local Governing Bodies.
- Taking advice from relevant parties such as the school's HR provider and Sheffield Admissions team.
- Monitoring parental engagement and attendance at all events.

9. Monitoring arrangements

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

This document will be reviewed by the governing board at least every 4 years.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan