



# Marriott Primary

Achieving Together

## EQUALITY POLICY

<b>Adopted</b>	<b>12<sup>th</sup> January 2021</b>
<b>Signed (Chair of Governors)</b>	<b>Steve Wilson</b>
<b>Reviewed (January 2024)</b>	
<b>Signed (Chair of Governors)</b>	

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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

### 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 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
- 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.

The equality link governor is Elly Cutkelvin. They will:

- Meet with the designated member of staff for equality every year, 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 body regarding any issues

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

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues
- Support the Headteacher 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 are asked to complete the Local Authority's e-training module on equality. Staff receive refresher training on the Equality Act every year at the first INSET meeting. Information is also included in the staff handbook.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. 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 clubs)

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

- 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. Marriott has produced its own Marriott's Merits ethos and has tailored its PSHE curriculum.
- 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
- 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 which prevent possible tensions between different groups of pupils within the school. 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

## **8. Equality objectives**

### **Objective 1**

Undertake an analysis of recruitment & retention data and trends with regard to race, gender and disability every year, and report on this to the first finance committee meeting.

*Why we have chosen this objective:* to have a greater understanding of the make-up of our workforce to see that it reflects society and identify any issues to be addressed.

*To achieve this objective, we plan to:*

- Carry out analysis

*Progress we are making towards this objective:* Beginning

### **Objective 2**

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.

*Why we have chosen this objective:* to ensure that reasonable adjustments are in place for all relevant staff.

*To achieve this objective, we plan to:*

- Audit staff to identify any disclosed disabilities
- Work with staff to put in place any reasonable adjustments not already in place

*Progress we are making towards this objective:* in progress

### **Objective 3**

Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this January to January in 4 years' time).

*Why we have chosen this objective:* Representation in low (current 8%) and it is important to the school that our workforce reflects the demographics of our local community.

*To achieve this objective, we plan to:*

- Advertise in a wide range of places including social media to reach a wider audience
- Review diversity statement and promotional literature to ensure diverse workforce is reflected
- Liaise with HR to devise a recruitment strategy that encourages candidates from local black and minority ethnic communities to apply for roles at school

*Progress we are making towards this objective:* Beginning

### **Objective 4**

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training

evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

*Why we have chosen this objective:* it is essential that all staff have a good understanding of equality in order to achieve our objectives.

*To achieve this objective, we plan to:*

- Organise training for all staff
- Obtain feedback following training

*Progress we are making towards this objective:* beginning

## **9. Monitoring arrangements**

The Finance Committee will update the equality information we publish, described in sections 4-7 above, at least every year.

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

This document will be approved by the governing body.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- PSHE