



MARISH



Academy Trust

SINGLE EQUALITIES POLICY

May 2021

1. OVERVIEW

- 1.1 Marish Academy Trust's Single Equality Policy and practice reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school/Trust policies on Disability, Ethnicity (ie Race) and Gender. The Strategic Board along with the Academy team is responsible for monitoring the impact and adherence to the principles of this policy, by all members of the community.
- 1.2 The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands and protected characteristics of : age, disability, gender, gender identity, race, religion or belief, sexual orientation, marriage and civil partnership and pregnancy and maternity. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

2. AIMS

- 2.1 To ensure that all learners have equal access to our rich, broad, balanced and relevant curriculum.
- 2.2 To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- 2.3. To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- 2.4. To recognize and celebrate diversity within our community whilst promoting community cohesion.
- 2.5. To ensure that this policy is applied to all we do
- 2.6. To ensure that pupils and parents are fully involved in the provision made by the school.
- 2.7 To ensure that within the schools' budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

3. GOOD PRACTICE

- 3.1 We strive to achieve a cohesive community and expect all children and adults to respect one another and demonstrate such respect in their behaviour.
- 3.2 Marish Academy Trust is a community within communities. So we aim to provide a model of equality for our locality as well understanding how we are linked to multiple interrelated communities, locally, nationally and globally.
- 3.3 We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
- 3.4 We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to any external agencies who request them. We also monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, eg homophobic

bullying. Additionally, we monitor and log all bullying incidents, including those directed towards those with special educational needs.

4. STRATEGIES

- 4.1 Monitoring, evaluation and review carried out by the Trust wide Leadership Team will ensure that procedures and practices within the Trust schools reflect the objectives of this policy.
- 4.2 Parents and governors are involved and consulted about the provision being offered by the school.
- 4.3 Teachers will ensure that teaching and learning practice reflects the aims and spirit of this policy.
- 4.4 The diversity within our Trust schools and their wider communities are seen as a great opportunity, rather than a challenge.
- 4.5 Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- 4.6 Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy and to shape their practice within the ethos, vision and values of Marish Academy Trust, accordingly.
- 4.7 Contributions will be sought from parents and other stakeholders to enrich teaching, learning and the curriculum.
- 4.8 We expect all children to achieve well and the positive achievements of all pupils are recognised, nurtured and celebrated.

5. OUTCOMES

- 5.1 This policy will play an important part in the educational and personal development and our schools' and trust communities, as well as in the community at large.
- 5.2 It will ensure that all pupils and adults are treated equally as favourably as any other person. (This does not mean that they are treated the same, but rather, that we will make provision to ensure equality of access is maintained)
- 5.3 The Trust will continue to do whatever it takes to remove barriers to learning and make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the schools' communities.
- 5.4 Marish Academy Trust is committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010
- 5.5 Marish Academy Trust is also committed to meeting its legal obligation in regard to its treatment of adults who have protected characteristics, be they staff, parents or other stakeholders. Please see Appendix 1.

6. EQUALITY OBJECTIVES

- 6.1 The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our Trust equality objectives are based on our analysis of data and other evidence.

6.2 Our equality objectives are enshrined in our Trust aims, ethos, vision and values. They include:

Aspiration for all children to achieve their potential;
Resilience building training for all pupils to prepare them for life's inevitable challenges;
Provision of rich, varied and exciting curricular and extra-curricular opportunities;
Marish and Willow are recognised as more than just schools, becoming a Trust learning community without walls, which empowers all its members to become leaders and make a positive difference; regardless of their age or other protected characteristics.

These equality objectives are also central to our curriculum intent, because equality of access and opportunity, although reality within our schools, are not always so easily available in the wider world. Therefore, it is not only our job but our mission, to tackle disadvantage and its drivers: poverty, deprivation and deficits in cultural capital.

6.3 We regularly review the progress we are making to meet our equality objectives by analysing: data on outcomes; pupil voice surveys about the curriculum and evaluating the implementation of our curriculum/extra-curricular offers and their impact.

6.4 This policy links with our Inclusion, Curriculum, Behaviour, Uniform and Attendance policies and is underpinned by our delivery of SMSC within and beyond the curriculum

7. POLICY REVIEW

7.1 This policy will be reviewed every two years by the Governing Body, as part of its monitoring cycle. Next review due June 2023.