

MARISH ACADEMY TRUST



Equalities Policy

Approved by: Strategic Board

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Summary

This policy and practice summarises the school's approach in ensuring equality of opportunity between people who share a protected characteristic and those who do not. It meets the obligations of the Public Sector Equality Duty (PSED) by having due regard to reduce the impact of discrimination and other conduct that is prohibited by the Equality Act 2010. The protected characteristics are: age, disability, gender, gender identity, race, religion or belief, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Contents

1	Introduction	3
2	Legislation and Guidance...	3
3	Monitoring and Review	3
4	Promoting Equality through the Curriculum	4
5	Ethos and atmosphere	5
6	Resources and material	6
7	Language	6
8	Extra – Curricular activities	6
9	Provision for bilingual pupils	7
10	Personal development	7
11	Staffing and staff development	7
12	Harassment and bullying.....	8
13	Partnerships with parents/carers and the wider community.....	8
14	Responsibility for the policy	8
15	Measuring the impact of the policy.....	9
16.	Appendix 1 : Equality objectives.....	10
	Revision History	..12
	Approval History	..12

Section 1: Introduction

The policy outlines the commitment of the staff and the Strategic Board at Marish Academy Trust to ensure that the equality of opportunity is available to all. This means, not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in the Trust, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include:

- Pupils
- Teaching and Support staff
- Parents/carers
- Trustees and Governors
- Other Multi-Agency Professionals
- Visitors
- Placement students

We believe that equality within Marish Academy Trust should permeate all aspects of Academy life and is the responsibility of every member of our schools and wider community. Every member of our community should feel safe, secure, valued and of equal worth.

Equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

Section 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](#).

This document also complies with our funding agreement and articles of association.

Section 3: Monitoring and Review

Equality is identified as an area requiring careful and on-going monitoring and due regard is given to all aspects of equality. The Executive Headteacher and Substantive Headteacher at Marish Academy Trust are responsible for co-ordination the monitoring and evaluation of the policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups.

We regularly assess pupils' learning and use this information to track pupils' progress, as they move through our schools. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Strategic Board receive regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools or academies in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Suspensions and truancy
- Incidents of racism, disability, sexist incidents and all forms of bullying
- Attendance

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Section 4: Promoting Equality through the Curriculum

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the PSHE curriculum covers issues of equality, diversity, religion, human rights and inclusion.
- All departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter.
- Seek to involve all parents and carers in supporting their child's education.
- Provide educational visits and extra-curricular activities that involve all pupil groupings.
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.

- Make best use of all available resources to support the learning of all groups of pupils.
- Identify resources that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements. Parents and carers are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in the Trust will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- Marish Academy Trust should place a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- Marish Academy Trust must provide an environment in which all pupils have equal access to all facilities and resources.
- All pupils are to be encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Curriculum

At Marish Academy Trust, we aim to ensure that our:

- Curriculum is aspirational in its intent and will provide resilience building training for all pupils to prepare them for life's inevitable challenges.
- Planning reflects our commitment to equality in all subject areas and cross-curricular themes promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.

All steps are taken to ensure that all pupils have access to our curriculum by considering the cultural and lifestyle backgrounds of all pupils, their linguistic needs are considered and their learning styles considered.

Section 5: Ethos, Vision and Values

- At Marish Academy Trust, we are aware that those involved in the leadership of the academy community are instrumental in demonstrating mutual respect between all members of the school community.
- There should be an atmosphere of 'openness' which welcomes everyone to the Trust.

- The children are encouraged to greet visitors with friendliness and respect.
- The displays around the schools are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and external based activities.
- 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, gender, race or other protected characteristics.

Section 6: Resources and Materials

The provision of good quality resources and materials within Marish Academy Trust are a high priority. These resources should:

- Reflect 'the reality of an ethnically, culturally and sexual diverse society'.
- Reflect a variety of viewpoints.
- Show positive images of males and females in society including people with disabilities.
- Reflect non-stereotypical images of all groups in a global context.
- Include materials to raise awareness of equal opportunity issues.
- Be equally accessible to all members of the community consistent with health and safety.
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Section 7: Language

We recognise that it is important at Marish Academy Trust that all members of our community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self-esteem.

Section 8: Extra-Curricular Provision

It is the policy of Marish Academy Trust to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams where appropriate.

We undertake responsibility for making contributors to extra-curricular activities aware of the Trust's commitment to equality of opportunity.

We try to ensure that all such non-staff members who have contact with children adhere to these guidelines and ensure that they are DBS checked.

Section 9: Provision for Bilingual Pupils

At Marish Academy Trust, we make appropriate provision for all EAL (English as an Additional Language)/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language (EAL)
- Pupils who are new to the United Kingdom
- Those from refugee families
- Traveller and Gypsy Roma children

Section 10: Personal Development

- All staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race.
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, remedial work is done to ensure that the actions do not occur again.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Section 11: Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility amongst staff. This must include pupils' access to a balance of male and female staff.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Staff Recruitment and Professional Development

- All posts are open to the widest pool of applicants.

- All those involved in recruitment and selection are aware of what they should do to avoid discrimination, and ensure equality good practice through the recruitment and selection process.
- If necessary, steps are taken to encourage people from under-represented groups to apply for positions at all levels of the Trust.
- Access to opportunities for professional development is monitored on equality grounds.
- Equality policies and practices are covered in all staff inductions.
- All supply staff are made aware of equality policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Section 12: Harassment and Bullying

It is the duty of Marish Academy Trust to challenge all types of discriminatory behaviour e.g.:

- Unwanted attention (verbal or physical).
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender). The Trust has a clear, agreed procedure for dealing with incidents such as these.

Section 13: Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents and carers to help all pupils to achieve their potential.

We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in school life.
- Encouraging members of the local community to regularly join in activities e.g. Christmas productions, harvest festivals, etc.
- Exploring the possibility of Marish Academy Trust having a role to play in supporting new and settled communities.

Section 14: Responsibility for the Policy

At Marish Academy Trust, all members of the academy community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Strategic Board are responsible for ensuring that:

- The Trust complies with all equality legislation relevant to our community.
- The Trust's Equalities Policy is maintained and updated regularly.

- That procedures and strategies related to the policy are followed.

The Executive Head, Substantive Head and the Senior Leadership team are responsible for:

- Along with the Strategic Board, providing leadership and vision in respect of equality.
- Overseeing the implementation of the Equalities Policy.
- Co-ordinating the activities related to equality and evaluating impact.
- Ensuring that all who enter the Trust comply with the Equalities Policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.
- Not discriminating on grounds of race, disability, or other equality issues.
- Keeping up-to-date with equalities legislation by attending training events organised by the Trust or Local Authority or recognised training provider.

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices.

Section 15: Measuring Impact of the Policy

The Equality Policy will be evaluated and monitored for its impact on pupils, staff, parents, carers and members of the Academy from the different groups that make up our Trust.

Appendix 1: Equality objectives 2025 - 2029

Objective 1: Remove the impact of discrimination around disability and actively promote mutual respect, tolerance and understanding of differences across the school community.

*To provide all pupils, regardless of their starting points or possible disadvantages, with access to an education which equips them with the necessary knowledge, skills and values so that they can function effectively as global citizens and prepares them for the world they will grow up in.

*To develop pupil understanding of tolerance and respect for others through the promotion of British values.

Objective 2: Improve equality of opportunity for children with protected characteristics.

* To continue to monitor and analyse pupil achievement by race, gender and disability and to narrow any achievement gaps by identifying children who require additional support and putting provision in place to address these gaps.

*To raise the aspirations of our most vulnerable pupils to ensure that our pupils have the knowledge and understanding to make meaningful decisions about their future.

*To encourage all pupils to be successful learners and confident, resilient individuals who are able to live safe, healthy and fulfilling lives who can make a positive contribution to society.

* To provide training to staff on how to effectively support our most vulnerable pupils and families.

*To ensure pupil premium strategy, attendance and inclusion policies and monitoring lead to improvements in learning and teaching.

Objective 3: Actively promote extra-curricular clubs for children with protected characteristics to enable add pupils to take part in additional activities.

*Analyse participation data

*Identify groups of children that are disadvantaged and invite them to attend extra-curricular activities.

*To complete pupil voice to see which clubs interest children with protected characteristics and their families.

*To work with a range of different club providers.

*To effectively communicate with families.

Objective 4: Ensure that the physical environment is reviewed to ensure that it allows for equality of access for all.

*Carry out a full review of the physical environment (as part of wider monitoring of the physical environment e.g. Health and Safety reviews).

*Identify least accessible areas/buildings and address the impact of this on the school community with the leadership team and Trustees.

*Accessibility to be included in the capital plans, where needed.

Objective 5: For the Academy to work towards obtaining accreditations in their work on Equality.

*Identify the award the schools wish to achieve.

*Identify a strategic lead and work towards achieving this award by the end of the four-year cycle.

Revision History

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