



# MARISH

## Academy Trust



# SINGLE EQUALITY POLICY

**May 2018**

Version 2.0

Author: Executive Advisor

## **Section 1: Introduction**

The Single Equality Policy outlines the commitment of the staff and Trustees 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 or staff in the Trust, celebrating and valuing the equal opportunity achievements and strengths of all members of the Trust. These include:

- Pupils
- Teaching staff
- Support Staff
- Parent/carers
- Academy Strategic Board
- Visitors to the Trust

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

At Marish Academy Trust, equality is a key principle for treating all people well, providing them with access to the same learning opportunities, irrespective of their gender conformity or non-conformity, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

## **Section 2: Monitoring and Review**

How and to whom equality applies evolves over time as society and communities change and develop. This means that at Marish Academy Trust our equality policy and practice require careful and on-going monitoring, ensuring that due regard is given to promotion of all aspects of equality, including for newly emerging groups. For example: we have a new duty of ensuring equality for those pupils who identify with the opposite or no gender, Likewise, we ensure equality of opportunity and welcome transgender and non-binary staff. (See Appendix 1)

The Executive Headteacher is responsible for co-ordinating the monitoring and evaluation of the policy, ensuring our practice is cutting edge and remains consistently inclusive to all people. 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/ progress of pupils from different groups. We are mindful that a pupil/ staff member is a whole person, who develops and may belong to/identify with, or not, several different groups, at different times during their education/career at our Trust.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the Trust. 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 and senior staff are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Trust Strategic Board receive regular updates on pupil performance information.

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

- Exclusions and Truancy
- Incidents of racism, disability, sexist incidents and all forms of bullying
- Attendance and behaviour more generally

Monitoring enables us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups.

### **Section 3: 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 and our curriculum will:

- Evolve over time to become truly inclusive of all pupils and incorporate the diverse life skills and interests of all staff members
- Ensure equality 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 or stereotypical 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
- 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 try to provide good, positive role models in their approach to all issues relating to equality of opportunity
- The 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
- The 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, our aim is to ensure that:

- 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 mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils; their linguistic needs and their learning styles.

## **Section 4: Ethos and Atmosphere**

- At Marish Academy Trust, we are aware that those involved in the leadership of the schools are instrumental in demonstrating mutual respect between all members of the school community
- We engender a 'openness' of atmosphere which is truly inclusive and welcomes everyone.
- The children are encouraged to greet visitors to the Trust with friendliness and respect
- The displays around the schools within the Trust are of a high quality and reflect diversity across all aspects of equality of opportunity, and are frequently monitored
- The Trust schools have easy vehicular access to people with disability

- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and external based activities

## **Section 5: Resources and Materials**

The provision of good quality resources and materials within the Trust is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually/gender diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females and those who do not conform to binary gender descriptions, 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 and inclusive to all members of the community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials

## **Section 6: 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
- Promotes British values of respect and tolerance towards others

## **Section 7: 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 ensure that all such non-staff members who have contact with children adhere to these guidelines and are DBS checked.

## **Section 8: Provision for Bilingual Pupils**

We undertake at Marish Academy Trust to 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:

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

## **Section 9: Personal Development and Pastoral Guidance**

- All staff take account of disability needs, gender conformity or non-conformity, 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 10: Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a balance of male and female and staff who do not conform to binary gender descriptions at both key stages if possible.

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. We are truly inclusive and appoint on merit and potential regardless, of gender, disability, race, age and any other irrelevancies.
- 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 11: Harassment and Bullying

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

- Unwanted attentions (verbal or physical)
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender or non-binary)

The Trust has a clear, agreed procedure for dealing with incidents such as these.

## Section 12: 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 do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the Trust
- Encouraging members of the local community to regularly join in federation activities e.g. Eid celebrations, harvest festival, etc.
- Enabling the Trust to have a role to play in supporting new and settled communities; for example: Syrian or other refugees
- **Supporting the emergence of new ways of being for individuals within our community: for example, pupils who identify with the other gender or no gender; staff who are transgender, gender fluid and non-binary. (See appendix 1)**

## Section 13: Responsibility for the Policy

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

The Trust Strategic Board is responsible for ensuring that:

- The Trust complies with all equalities legislation relevant to our community
- The Trust's Single Equalities Policy is maintained and updated regularly
- That procedures and strategies related to the policy are followed

The Executive Headteacher and Academy Leadership Team are responsible for:

- Along with the Academy Strategic Board, providing leadership and vision in respect of equality
- Overseeing the implementation of the Single Equalities Policy
- Co-ordinating the activities related to equality and evaluating impact
- Ensuring that all who enter the Trust comply with the Single 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 14: Measurement of Impact of the Policy

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

### Revision History

Version	Date	Author	Comments
1.0	May 2016	Exec advisor	
2.0	April 2018	Exec HT	

### Approval History

Version	Approved	Comments
1.0	June 2016	SB
2.0	May 2018	SB

