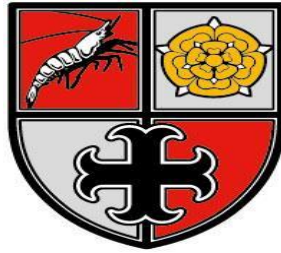


MARSHSIDE PRIMARY SCHOOL



Equality Statement and Objectives January 2024

Date Approved by Full Governing Body: 23.1.24

Chair: Andrew Brown

Headteacher: Natasha Sandland

Review Date: January 2025

EQUALITY STATEMENT

Our school recognises children's diverse circumstances and is committed to its legal responsibilities under the Equality Act 2010. Each child regardless of their background could be a victim of child abuse and is therefore entitled to the same degree of protection and support.

At Marshside Primary School we are committed to working together to provide an **inspirational and exciting learning environment** where **all children** can develop an **enthusiasm for life-long learning**. We believe that **children** should **feel happy, safe and valued** so that they gain a **respectful, caring attitude towards each other and the environment** both locally and globally.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Roles and responsibilities.....	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity	3
6. Fostering good relations	3
7. Equality considerations in decision-making.....	4
8. Equality objectives	4
9. Monitoring arrangements.....	5
10. Links with other policies	5

1. Aims

Our 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 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 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

The equality link governor is Cee Angell. They will:

- Meet with the headteacher for equality every term 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

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 receive training on the Equality Act as part of their induction, and staff are directed to familiarise themselves with policy.

The headteacher will monitor and regularly liaise with the equality governor regarding any issues, making 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 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 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 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. 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

The school reviews the policy annually to show we have actively considered our equality duties and asked ourselves relevant questions. This is reviewed at the same time as the risk assessment when planning school trips and activities. The review is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends in regard to race, gender and disability by July, and report on this to the governing body.

Why we have chosen this objective: Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

To achieve this objective we plan to: Review recruitment data, including applicants and those successful in achieving employment.

Objective 2

Have in place reasonable adjustments for all staff with protected characteristics, in conjunction with Sefton HR and occupational health, taking account of preferred pronouns, those who are LGBTQ+ and those with disabilities, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: 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 and foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

To achieve this objective we plan to: Include within the induction process, staff survey and through regular communication with staff.

Objective 3

Ensure all members of staff and governors involved in recruitment and selection are cogniscent of the legal requirements and equality policy.

Why we have chosen this objective: Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

To achieve this objective we plan to: Include this objective in every recruitment process.

Objective 4

Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity through annual review of curriculum.

Why we have chosen this objective: 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 and foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

To achieve this objective we plan to: annually review our a broad and balanced curriculum, particularly RE, PSHE and PSED for EYFS.

9. Monitoring arrangements

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

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

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Induction Policy

Also the School Improvement Plan.