



Marshland Primary Academy

Equality Information and Objectives



1	Summary	Equality Information and Objectives	
2	Responsible person	Sarah Hall	
3	Accountable SLT member	Sarah Hall	
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
5	Who has overseen development of this policy	SLT	
6	Who has been consulted and recommended policy for approval	Executive Head Teacher Governors	
7	Approved by and date	LGB – 17.10.22	
8	Version number	1.0	
9	Available on	Trust website	<input type="checkbox"/> Y <input type="checkbox"/> N
		Academy website	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
		SharePoint	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)	Accessibility plan, SEND Policy Curriculum Documents for Personal, Social, and Health Education Curriculum Documents for RE	
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
12	Date of implementation (when shared)	Autumn 2022	
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	



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1. Aims

At Marshland Primary Academy, we aim to meet our 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](#).

It also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The local governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, 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 head of school

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

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 academy 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 as appropriate, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.



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 pupils with a gender identity disorder being subjected to transphobic 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 activities, including extra-curricular clubs and educational visits)

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

- Collect attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data 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 racist incidents)
- 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, personal, social and health (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 academy 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 are developing 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 academy 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 keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

To promote an understanding and respect of each other's differences amongst staff, children and their families.

At Marshland Primary Academy, the children are predominantly White British with a very small percentage of children attending with different ethnicities. This represents the community we serve, and leaders feel it is a priority to promote and understanding and respect of each other's differences to prepare pupils for life in modern Britain effectively.

To achieve this objective we plan to:

- Ensure the school development plan reflects this objective as a priority.
- Revisit curriculum planning
- Consider how an understanding and respect is promoted in the learning environment
- Deliver staff training to ensure a consistency in approach

Objective 2

To ensure that the differences between boys' and girls' attainment are diminished in identified year groups.

At Marshland Primary Academy, effective budget spending has led to pupils being taught in single-age classes and this has led to some classes with less than twenty pupils. The boy:girl ratio is varied. At the end of 2022, analyses of pupil outcomes shows that there is a difference between the percentage of boys and girls achieving a good level of development at the end of Foundation Stage Two. There is also a difference between the percentage of boys and girl achieving the expected standard in reading and in writing at the end of Key Stage One.

To achieve this objective we plan to:



- Consider planning, learning resources and activities in the early years curriculum so that it reflects the needs of boys.
- Ensure the group of boys (2022 – Y1 and Y3) are focused on in monitoring activities and pupil progress conversations.
- Research into effective provision for boys in the early years.

Objective 3

To plan opportunities within the curriculum to promote equality and diversity.

At Marshland Primary Academy, recently there have been children who have questioned their gender identity and have also spoken openly about being homosexual. Work on diversity has established a safe environment for children to talk openly about their wishes and feelings and leaders feel there is a need to develop this objective further.

To achieve this objective we plan to:

- Review curriculum planning so that opportunities to promote equality and diversity are clearly identified.
- Create a learning environment that promotes equality and diversity and that also signposts pupils to further help and guidance.
- Ensure the reading curriculum promotes equality and diversity.
- Deliver staff training on equality and diversity.

9. Monitoring arrangements

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

This document will be reviewed by the head of school at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND Policy
- Curriculum Documents for Personal, Social, and Health Education
- Curriculum Documents for RE