

Equality Information

Welcome to the Marlborough Road Academy equality page. Here you will find details of how we meet our duties under the Equality Act 2010 and support our commitment to providing an environment in which each individual has complete equality of opportunities and does not suffer any discrimination, whether directly or indirectly.

Our General Equality Duty

In October 2010, the new Equality Act introduced a Public Sector Equality Duty, which requires the Academy to have due regard to the need to:

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act;
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not; *and*
- **Foster good relations** between people who share a protected characteristic and those who do not.

Protected Characteristics

There are 9 Protected Characteristics under the Equality Act; Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation. The Equality Duty requires the Academy to consider how our activities affect the people who share these different protected characteristics and to publish information to show how we do this.

Equality Information

In order to meet our Equality Duty, we are required to publish Equality Information about how our policies and practices affect those with Protected Characteristics. To this end we have conducted an Equality Analysis to assess and demonstrate our compliance with our Equality Duty. A copy of this analysis is attached as Appendix 1. We will conduct this analysis on an annual basis.

Equality Data – Information on the Pupil population / Information about our employees.

Equality Objectives

As well as publishing Equality Information, we are required to establish at least one Equality Objective to address any areas of inequality, or possible inequality, identified as part of our analysis. Details of our objectives can be found in Appendix 2. We will publish Equality Objectives at least every four years.

Business Planning

During our School Development planning process, we ensure that we take into account the effect of our decisions on different groups. We consider if there are any unintended consequences for some groups and whether our School Development Plan will be fully effective for all target groups.

Further Information

Further information regarding our commitment to equality can be obtained by contacting our designated member of staff for equality, Ms Wileman, Vice Principal.

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
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EQUALITY ANALYSIS

Race	All:	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. Equality link governor Designated member of SLT with responsibility for equality. Equality Guidelines. Translation of key documents. Equality and Cohesion Policy. Harassment & Bullying Policy.	Inclusion Policy. Celebrate diversity. Links developed with people and groups who have specialist knowledge about particular characteristics to help inform and develop approaches.	School activities to promote positive attitude to support protected groups. Community activities and sharing events celebrate diversity. Provision of translators. Principal’s communications celebrate diversity as does Academy Vision Statement.	Continue to aim to meet equality objectives.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, 1:1 meetings with line managers, advice sought from HR.	Those with protected characteristics included in policy development, Fair recruitment processes, documents translated. EAP, (occupational health) scheme. Staff voice.	Include staff with protected characteristics in activities, culture of academy, teamwork. staff briefings, monitoring of workforce. Work with parents to promote knowledge and understanding of different cultures.	Safer recruitment training to be updated. New staff to receive training on the Equality Act as part of their induction and all staff to receive annual refresher training.

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
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	<i>Pupils:</i>	Admissions Policy, racial incident forms, Principal’s report, Governors minutes, comparable attainment data, Arbor records, analysis of ‘micro population groups’ as defined by Ofsted.	RE Curriculum, citizenship and personal, social, health and economic (PHSE) education and activities in other curriculum areas. The school rules and fundamental British Values. Assemblies and discussion in class ‘Family Time’. Pupils take a lead in assemblies and invite external speakers to contribute as appropriate. Extended school activities to include all groups Anti-bullying policy Use of data to identify groups and implement planned interventions to meet their needs EAL support, review test and SATs results to determine actions and interventions. Key Workers. Pupil Council/Voice.	Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal, celebration assemblies, support national events, displaying student photos. Key Worker support. School Counselling Service, Student Council/Voice. Encourage and implement initiatives to deal with tensions between different groups within the school. School Council has representatives from different year groups and a range of backgrounds.	Principal to produce report for Local Governing Body, including: How pupils with different characteristics are performing; Analysis of 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; Collate further data about any issues associated with protected characteristics, identifying any issues which could affect our own pupils.
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Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
Disability	All:	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. Equality link governor Designated member of SLT with responsibility for equality. Equality Guidelines, Equality and Cohesion Policy, DDA Accessibility Plan, Harassment & Bullying Policy.	Inclusion Policy, Equalities statement, DDA Compliance. DDA compliance – reasonable adjustments made. Links developed with people and groups who have specialist knowledge about particular characteristics to help inform and develop approaches. Primary Inclusion Team. Learning Support Service. ACE team. Specialist nurses. School Nurse.	DDA compliance. Forums and Newsletters. Communications record with parents of children with disabilities and provision for staff under DDA. Principal’s communications. Academy Vision Statement. Evac chairs	Apply for grants to install a lift in the Victorian (Junior) building.
Disability (Cont’d)	Staff:	Equal Opportunities Statement, DDA Accessibility Plan, Recruitment & Selection Policy, Grievance Procedure, HR data, recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled.	DDA compliance, CPD access, dialogue with unions and other forums, staff welfare committee, EAP scheme, staff survey, staff counselling, fair recruitment procedures.	DDA compliance. Fair and transparent HR processes, Occupational Health screening, reasonable adjustments made, EAP scheme, staff briefings.	New staff to receive training on the Equality Act as part of their induction and all staff to receive annual refresher training.

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
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	<i>Pupils:</i>	<p>SEND and Inclusion Policy, SEN achievement data, data on disabilities and adjustments made, evidence of test access, interviews with parents, DDA Accessibility Plan, student support from Academy, Accessibility Plan, SEN/School Action Plus, Admissions Policy, Medicines Policy, analysis of ‘micro population groups’ as defined by Ofsted.</p> <p>Anti-bullying policy</p> <p>When planning trips, visits and other activities, we consider whether the activity accessible to pupils with disabilities.</p>	<p>DDA compliance. RE Curriculum, citizenship and personal, social, health and economic (PHSE) education and activities in other curriculum areas. The school rules and fundamental British Values.</p> <p>Parent’s forums and workshops and discussions on tolerance. School Counselling Service, Student Council/Voice.</p> <p>Assemblies and discussion in class ‘Together Time’. Pupils take a lead in assemblies and invite external speakers to contribute as appropriate.</p> <p>Extended school activities to include all groups</p> <p>Use of data to identify groups and implement planned interventions to meet their needs</p> <p>EAL support, review test and SATs results to determine actions and interventions.</p> <p>Key Workers. Pupil Council/Voice.</p>	<p>Supporting students with disabilities, staff advised via medical pen pictures, strategies in place, Student Council/Voice. Encourage and implement initiatives to deal with tensions between different groups within the school.</p>	<p>Principal to produce report for Local Governing Body, including:</p> <p>How pupils with different characteristics are performing;</p> <p>Analysis of the above data to determine strengths and areas for improvement, implement actions in response and publish this information;</p> <p>Make evidence available identifying improvements for specific groups;</p> <p>Collate further data about any issues associated with protected characteristics, identifying any issues which could affect our own pupils.</p>
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Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
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Sex	All:	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. Equality link governor Designated member of SLT with responsibility for equality. Equality Guidelines, Equalities and Cohesion Policy, Harassment & Bullying Policy.	Equality Guidelines, SEND and Inclusion Policy. Links developed with people and groups who have specialist knowledge about particular characteristics to help inform and develop approaches.	HR policies and procedures.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, 1:1 meetings. Equal pay claims, cases of whistleblowing, recruitment and promotion data.	CPD access, EAP scheme, Staff survey.	Fair and transparent processes, training availability and attendance, staff briefings, Occupational Health screening, EAP scheme. Work with parents to promote knowledge and understanding of different cultures.	New staff to receive training on the Equality Act as part of their induction and all staff to receive annual refresher training. Stonewall Champions.
	Pupils:	Admissions Policy, Pupil results, evidence of improvement, pupil data, incident forms, Governors	RE Curriculum, citizenship and personal, social, health and economic (PHSE) education and	Curriculum, syllabus data, training availability and attendance, assemblies, School	Principal to produce report for Local Governing Body, including:

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
		<p>minutes, Arbor, class together time, analysis of ‘micro population groups’ as defined by Ofsted. Behaviour Policy Anti-bullying policy When planning trips, visits and other activities, we consider whether the activity has equivalent facilities for boys and girls.</p>	<p>activities in other curriculum areas. The school rules and fundamental British Values. Parent’s forums and workshops and discussions on tolerance. School Counselling Service, Student Council/Voice. Assemblies and discussion in class ‘Together Time’. Pupils take a lead in assemblies and invite external speakers to contribute as appropriate. Extended school activities to include all groups Use of data to identify groups and implement planned interventions to meet their needs Key Workers. Pupil Council/Voice. School Counselling Service.</p>	<p>Counselling Service, Student Council/Voice. Encourage and implement initiatives to deal with tensions between different groups within the school.</p>	<p>How pupils with different characteristics are performing; Analysis of 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; Collate further data about any issues associated with protected characteristics, identifying any issues. Consult with stakeholders about new RSE curriculum.</p>

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Gender Reassignment	All:	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. Equality link governor Designated member of SLT with responsibility for equality. Examples of supporting transition, Equality Guidelines, monitoring forms and surveys, Equalities and Cohesion Policy, Harassment & Bullying Policy.	SEND and Inclusions Policy. Easy access to informed, relevant advice. Newsletters. Links developed with people and groups who have specialist knowledge about particular characteristics to help inform and develop approaches.	Awareness of nationally recognised support groups who provide info. Forums and Newsletters, EAP scheme, School Counselling Service, Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data for transgender, policy/guidance for staff transition.	Transgender colleagues included in policy development. Staff training, clear recruitment processes, EAP scheme.	Include transgendered staff at local level policy/process development, EAP scheme, staff briefings. Work with parents to promote knowledge and understanding of different cultures.	New staff to receive training on the Equality Act as part of their induction and all staff to receive annual refresher training.

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	<i>Pupils:</i>	<p>Achievement data on gender dysphoric pupils, recording all equalities incidents, policy/guidance on pupil transition, incident reports, Governors minutes, Principals report, comparable attainment data, Arbor, Admissions Policy, analysis of ‘micro population groups’ as defined by Ofsted. Anti-bullying policy</p>	<p>Anti-bullying to include transgender. Key workers, School Counselling Service, Pupil Council/Voice. The school rules and fundamental British Values. Parent’s forums and workshops and discussions on tolerance. Extended school activities to include all groups Use of data to identify groups and implement planned interventions to meet their needs</p>	<p>Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied if gender related, assemblies to promote ethos & diversity, School Counselling Service, Pupil Council/Voice. Encourage and implement initiatives to deal with tensions between different groups within the school.</p>	<p>Principal to produce report for Local Governing Body, including: How pupils with different characteristics are performing; Analysis of 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; Collate further data about any issues associated with protected characteristics, identifying any issues</p>
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Pregnancy & Maternity	All:	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. Equality link governor Designated member of SLT with responsibility for equality. Equality Guidelines, Harassment & Bullying Policy, Equalities and Cohesion Policy.	Compliance with Guidelines and Policies, SEND and Inclusion Policy. Links developed with people and groups who have specialist knowledge about particular characteristics to help inform and develop approaches.	Ongoing communication and support, Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Risk assessments, Recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, Adoption Policy, Grievance Procedure, tribunals.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made. Risk assessments.	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings.	New staff to receive training on the Equality Act as part of their induction and all staff to receive annual refresher training.
	Pupils:	Class together time/PHSE, pupil curriculum.	N/A at primary school	N/A at primary school	

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Age	All:	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. Equality link governor Designated member of SLT with responsibility for equality. Equality Guidelines, Harassment & Bullying Policy, Equality and Cohesion Policy.	Compliance with guidelines and legislation. Links developed with people and groups who have specialist knowledge about particular characteristics to help inform and develop approaches.	Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance.	Compliance with legislation. Flexible working requests/ adjustments made	All events inclusive, CPD inclusive of all age ranges. Community volunteers, guest speakers.	New staff to receive training on the Equality Act as part of their induction and all staff to receive annual refresher training. Consideration of current agenda issues, e.g. menopause.
	Pupils:	Class together time/PSHE, pupil curriculum.	Key workers, School Counselling Service, Pupil Council/Voice.	All events inclusive, school work experience, community volunteers, curriculum	Principal to produce report for Local Governing Body, including:

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			Assemblies and discussion in class 'Together Time'. Pupils take a lead in assemblies and invite external speakers to contribute as appropriate.	progression, guest speakers, assemblies Principal's communications, School Counselling Service, Pupil Council/Voice. Encourage and implement initiatives to deal with tensions between different groups within the school.	How pupils with different characteristics are performing; Analysis of 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; Collate further data about any issues associated with protected characteristics, identifying any issues

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Religion and Belief	All:	<p>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.</p> <p>Equality link governor Designated member of SLT with responsibility for equality. Equality Guidelines, Equalities and Cohesion Policy, Harassment & Bullying Policy.</p>	<p>Inclusion Policy, time off for religious observation. Links developed with people and groups who have specialist knowledge about particular characteristics to help inform and develop approaches.</p>	<p>Community involvement.</p>	
	Staff:	<p>Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, 121 meetings with line managers.</p>	<p>Fair recruitment processes, documents translated, fair recruitment processes. Time off for religious observation.</p>	<p>Community awareness and involvement, Time off for religious observation, staff briefings, school's calendar adapted to meet the needs of majority religious group, Academy Vision Statement. Work with parents to promote knowledge and understanding of different cultures.</p>	<p>New staff to receive training on the Equality Act as part of their induction and all staff to receive annual refresher training. Space for prayer.</p>

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
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Religion & Belief (Cont'd)	<i>Pupils:</i>	Group Equal Opportunities Student Statement, Admissions Policy, class Together Time.	RE Curriculum, citizenship and personal, social, health and economic (PHSE) education and activities in other curriculum areas. The school rules and fundamental British Values. Parent’s forums and workshops and discussions on tolerance. School Counselling Service, Student Council/Voice. Assemblies and discussion in class ‘Together Time’. Pupils take a lead in assemblies and invite external speakers to contribute as appropriate. Extended school activities to include all groups Use of data to identify groups and implement planned interventions to meet their needs Key Workers. Pupil Council/Voice. School Counselling Service.	Assemblies. Community awareness and involvement, time off for religious observance. School Counselling Service, Pupil Council/Voice, School calendar adapted to meet the needs of majority religious group. Encourage and implement initiatives to deal with tensions between different groups within the school.	Principal to produce report for Local Governing Body, including: How pupils with different characteristics are performing; Analysis of 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; Collate further data about any issues associated with protected characteristics, identifying any issues. Space for prayer during specific religious events.
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Sexual Orientation	All:	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. Equality link governor Designated member of SLT with responsibility for equality. Equality Guidelines, Equalities and Cohesion Policy, Harassment & Bullying Policy.	SEND and Inclusion Policy. Links developed with people and groups who have specialist knowledge about particular characteristics to help inform and develop approaches.	Academy Vision Statement. Briefings.	Continue to support pupils in developing fully inclusive attitudes towards homophobia. Use of terminology.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, 1:1 meetings, recruitment data, grievance outcomes.	Fair recruitment processes, engage staff in policy development, EAP scheme. INSET. Stonewall champions	Staff briefings, EAP scheme, 1:1's. Work with parents to promote knowledge and understanding of different cultures.	New staff to receive training on the Equality Act as part of their induction and all staff to receive annual refresher training.
	Pupils:	Admissions Policy, Class together time, incident forms, Governors minutes, comparable attainment data, Arbor, pupil exclusion for	RE Curriculum, citizenship and personal, social, health and economic (PHSE) education and activities in other curriculum	Team work, any needs identified and strategies put in place to support students, assemblies/ guest speakers, School	Principal to produce report for Local Governing Body, including:

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		discriminatory behaviour, analysis of ‘micro population groups’ as defined by Ofsted.	<p>areas. The school rules and fundamental British Values. Parent’s forums and workshops and discussions on tolerance. School Counselling Service, Student Council/Voice. Assemblies and discussion in class ‘Together Time’. Pupils take a lead in assemblies and invite external speakers to contribute as appropriate. Extended school activities to include all groups Use of data to identify groups and implement planned interventions to meet their needs Key Workers. Pupil Council/Voice. School Counselling Service.</p>	Counselling Service, Pupil Council/Voice. Encourage and implement initiatives to deal with tensions between different groups within the school.	<p>How pupils with different characteristics are performing; Analysis of 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; Collate further data about any issues associated with protected characteristics, identifying any issues</p>
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EQUALITY OBJECTIVES

Equality Objective 1

To use performance data to monitor student achievement and respond to variations between groups of learners, subjects, key stages, trends over time and comparisons with other schools.

We will complete this by: **July 2021**

Why we have chosen this objective:

We have chosen this objective to enable us to:

- Determine how pupils with different characteristics are performing
- Determine strengths and areas for improvement
- Identify groups and implement planned interventions to meet their needs.
- Make evidence available, identifying improvements for specific groups

To achieve this objective we plan to:

- Analyse data published via IDSR, ASP and internal data.
- Implement actions in response and publish this information
- Prepare reports for the Local Governing body.
- Evaluate pupil, staff and parent voice.

Progress we are making towards achieving this objective:

The school's last set of published data is from July 2019, due to the global pandemic.

Y1: 77% of boys and 67% of girls passed the phonics screening check. Nationally girls scored higher than boys, but this was a very boy heavy cohort at MRA

K.S 1: Girls achieved significantly better than boys in reading (81% girls at ARE compared to 53% of boys in a boy heavy year) In writing 81% of girls achieved ARE compared to 41% of boys.

In maths, outcomes for boys and girls were more even: 76% of girls at ARE and 74% of boys

Nationally, girls are higher achievers than boys but not with such a significant gap.

At expected standards in writing, 17% of WHB pupils compared to 55% other than WHB pupils. In reading this was 33% compared to 67% respectively and in maths this was 17% compared to 63%. It is important to say that there were only 6 WHB pupils in the cohort and of these, were 4/6 SEND pupils, with 2 EHCP.

K.S 2:

47% of girls achieved ARE in reading compared to 43% of boys

57% of girls achieved ARE in writing compared to 52% of boys

In maths, 43% of girls achieved ARE compared to 86% of boys

SEND: Progress accelerated for SEND pupils in reading, writing and maths significantly compared to 2018

At expected standards in writing, 40% of WHB pupils compared to 57% other than WHB pupils. In reading this was 60% compared to 43% respectively and in maths this was 20% compared to 65%. It is important to say that there were only 5 WHB pupils in the cohort and of these, 3/5 were SEND pupils, with 1 EHCP.

September 2020

Baseline data September 2020 data shows that all racial groups differ only very slightly from school average. All of these figures are lower than we would expect following 6 months of partial opening.

Across school, 7% of children were achieving at combined age related when assessed in September. 7% of Asian children, 7% of Black African children and 6% of white British children attained at this level.

There are some differences in data showing achievement by sex. Across school, 35% of boys were at age related in reading compared to 46% of girls. 20% of girls were at age related for writing compared to 8% of boys and 41% of boys were at age related for maths compared to 36% of girls.

This may be to do with stereotypes regarding these subjects. We will take some pupil voice on this theme and look at addressing any stereotypical views through discussion and the curriculum.

Further work is needed to address this target

Equalities based analysis to be focus of pupil progress conversations from end of the autumn term 2020.

Girls in maths to be picked up through catch up programme from Jan 2020

Boys and writing to be addressed through the book spine, so that stimulus materials for reading and writing reflect pupils' reality.

Assemblies and class family work around male writing role models

Quality of teaching continues to improve with further development of Rosenshine's Principles of Learning, sustained application of kagan structures and conscious discipline resulting in improved behaviour for learning. It is expected that results will follow with unbroken schooling (C19 permitting)

Equality Objective 2:

To eliminate discrimination, prejudice and other conduct that is prohibited by the Equality Act 2010

We will complete this by: July 2021

Why we have chosen this objective:

We have chosen this objective:

- To ensure that staff are sufficiently trained to recognise prejudice and increase the understanding of equality.
- To support pupils in developing fully inclusive attitudes and using appropriate terminology.
- To provide an environment that welcomes, protects and respects diverse people.

To achieve this objective we plan to:

- Identify staff to complete the Safer Recruitment training.
- To nominate an Equalities Champion and participate in training
- Provide training and support for all staff and those with specific responsibilities to advance equality of opportunity and foster good relations with the school community.
- Include training on the Equality Act as part of staff induction.
- Encourage and implement initiatives to deal with tensions between different groups within the school.
- Evaluate staff training records, pupil, staff and parent voice.

- Ensure that new pupils are supported and interventions are put in place to ensure a positive transition to Marlborough Road.

Progress we are making towards achieving this objective:

Ms Wileman is our Equalities champion.

Miss Edwards is the Stonewall champion and has received relevant training.

Staff have received training on inclusion with reference to LGBT.

Books have been chosen for Marlborough Road's Book Spine which reflect realities, promote equality and detail different kinds of families and cultures. The recent CLPE Reflecting Realities report found that only 10% of children's books published over the last two years have a black or Asian protagonist. This report has been shared with junior children during our weekly "book talk." Copies of David Olusoga's "Black and British" have been purchased for every classroom in the juniors. Our history curriculum also includes information in every unit about diversity in Britain and elsewhere.

Para-Olympic woman booked to talk to children in summer term.

All staff induction includes training on Equality Act.

Assemblies have focused on significant British people from a wide range of backgrounds.

2019-20

Behaviour records show that a stable position was maintained from the previous year

3 racist incident compared to 4 in 2018/19

2 incidents of homophobia compared to 3 in 2018/19

0 sexist incidents both years

Continue to investigate and raise the profile of gender equality

Equality Objective 3

To ensure that school activities extend to and include all groups and that all pupils and staff are given opportunities to make a positive contribution to the life of the school.

We will complete this by: **July 2021**

Why we have chosen this objective:

We have chosen this objective

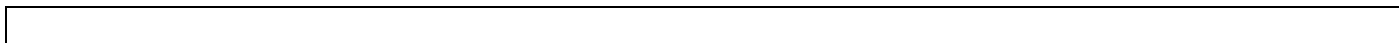
- So that we continue to meet our equality objectives
- In order to develop parent's forums and workshops for discussions around tolerance.
- To ensure that we have a fair recruitment process
- To ensure that the school is DDA compliant.
- To keep abreast of current agenda issues

To achieve this objective we plan to:

- Include staff with protected characteristics in activities
- Develop an inclusive culture and develop teamwork
- Work with parents to promote knowledge and understanding of different cultures
- Apply for grants to install a lift in the Victorian building.
- Consult with stakeholders about the new RSE curriculum.
- Provide a pray space for staff during specific religious events.
- Develop links with people and groups who have specialist knowledge about particular characteristics to help inform and develop approaches.
- Extend pupil jobs, sports teams, school council, performances, extra-curricular activities
- Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.
- Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, letterheads, application forms and website, to help address the under-representation of people with disabilities in the school workforce.

Progress we are making towards achieving this objective:

- Consideration given to BAME staff re C19 risk assessment
- All staff part of Teams with regular departmental meetings
- Staff asked to contribute to assembly programme re significant people in Britain
- X2 BAME staff sit on SLT to advise on BAME perspective for recruitment and strategic curriculum decisions
- Lift Grant secured
- RSE consultation completed
- Pray space available
- Pupil jobs extended with classroom families to develop sense of belonging
- Reasonable adjustment agreement in place – adjustments made for staff to work from home and to make building DDA compliant – ramps, lifts, toilets
- Two ticks system in operation



Equality Policy Matrix

X = Not applicable * Applicable

Policy	RACE	DISABILITY	SEX	GENDER REASSIGNMENT	PREGNANCY AND MATERNITY	AGE	RELIGION AND BELIEF	SEXUAL ORIENTATION
Admissions Policy	*	*	*	*	*	X	*	*
Equalities and Cohesion Policy	*	*	*	*	*	*	*	*
Disability & Access Policy	X	*	X	X	X	X	X	X
Exclusions Policy	X	X	X	X	*	X	X	X
Equality Information and Objectives	*	*	*	*	*	*	*	*
Equal Opportunities Statement	*	*	*	*	*	*	*	*
Staff Grievance Procedure	*	*	*	*	*	*	*	*
Staff Harassment & Bullying Policy	*	*	*	*	*	*	*	*
Inclusion Policy	*	*	*	*	*	X	*	*
Recruitment & Selection Policy	*	*	*	*	*	*	*	*
SEN Policy	X	*	X	X	*	X	X	X
Behaviour Policy	*	*	*	*	X	X	*	*