

Date of Policy Review:	Reviewer:	Date Ratified by Governors:	Date Shared with Staff:	Date of Next Review:
September 2018	D. Byron	13 th September 2018	3 rd September 2018	September 2019

Article 28: Children have a right to a good quality education

Article 29: Children have the right to an education which develops their interests, talents and abilities

Rights Respecting and Wellbeing School

At Marlborough Primary School, all policies are written with consideration for the mental health and wellbeing of all children and staff. As a Rights-Respecting School, we use children’s rights to underpin everything we do and learn. Marlborough Primary School has been working closely with [UNICEF](#), and is a 'Rights Respecting' School. The term is bestowed on those schools who, in the eyes of UNICEF, put the '[UN Convention on the Rights of the Child](#)', (UNCRC) at the heart of their planning, policies, practice and ethos.

UNCRC is a list of rights that all children, everywhere in the world, have. The rights are all the things that children and young people need to make sure they are healthy, happy and safe. A rights-respecting school not only teaches about children's rights, but also models rights and respect in all its relationships: between adults and children, between children themselves, and between adults themselves.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school’s Data Protection Policy.

Data Audit for this Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Registration / Admissions Data	Name D.O.B. Address Telephone Ethnicity SEND Attainment Progress Parental Details	Legally Required to For Admission to School Academic achievement and Well-Being of Your Child Communication	All Staff (Where Necessary)	Initially Completed on Paper Then Entered Onto School’s Information Management System Paper Version is Shredded	Held on File Throughout Child’s Time at School Passed onto New School When Moving Computer Retains Copy of Records in ‘Archive’

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
✓		





PURPOSE OF THE POLICY

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

The protected characteristics are:

Age (although not part of the provisions relating to students)

Disability

Sex (including transgender)

Gender reassignment

Race

Religion or belief

Sexual orientation

Pregnancy and maternity

Marriage and Civil Partnership (although not part of the provisions relating to students.)

Our Equality policy is intended to bring together all previous policies around equality issues, including race, gender and disability. It includes all of the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

AIMS

The Equality Act 2010 has three aims under the general duty for schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other prohibited by the act, by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not, by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the protected characteristics under the act. In compiling this equality information, we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

The public sector equality duty requires that equality considerations are integrated into all the functions and policies of the school, and all staff and governors need to understand the requirements and implications, and share responsibility for the implementation.

In order to meet our general duties, schools are required to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information- to demonstrate compliance with the general duty across the functions. We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives- to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives.

OUR PHILOSOPHY

Marlborough Primary School welcome and value the rich cultural diversity of the community we serve and aim to ensure that the experience of the school reflects this positively. This extends to staff, pupils, parents, governors and visitors. We assist in enabling children to recognise, challenge and deal with inequalities in society and by their attitudes show respect for others. We contribute to their preparation for the opportunities, responsibilities and experiences of adult life. We believe that people are of equal value and within the school should have equal opportunities. Equal opportunities is not about treating everybody the same, people are individuals and therefore different. Equal opportunities is about recognising different needs and contributions, meeting these needs and appreciating these contributions.

ADDRESSING PREJUDICE RELATED INCIDENTS

Marlborough Primary School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the local authority using their guidance materials. The local authority may provide some support.

REVIEW

We have reviewed, and will continue to review, a range of monitoring information, current school policies and procedures, and information based on curriculum and organised activities, to highlight any obvious issues for pupils and staff in relation to the protected characteristics. Evidence from engagement with groups who share a protected characteristic has also been reviewed. The monitoring information includes:

- Achievement data – school data analysis (Raise online, Dashboard, SALSA)
- Attendance data – raise online, school data analysis and comparisons
- Exclusion records – raise online, school data analysis and comparisons
- Records of prejudice related incidents
- Representation of rewards and sanctions
- Participation in out of school activities

The evidence from current work and engagement includes the following:

- Current policies to support good equalities practice for staff and students (including existing equality policies, safeguarding policy, anti-bullying, SEND policy, recruitment etc.)
- Provision and interventions based on school data analysis (eg behaviour and achievement data re ethnicity and gender, SEND/PP achievement data)
- Accessibility plan
- Targeted personalised planning and learning for individual students to accommodate needs
- Activities and discussions with students during PSHCE, RE lessons, assemblies and other elements within the curriculum that promotes friendship and understanding about cultures and lifestyles.
- SMSC
- Risk assessments and consequent relevant adjustments and accommodations

- Monitoring of welfare, with intervention and support where required (for students and staff)
- Multi-agency working practice, including the use of the Common Assessment Framework
- A collaborative approach to meeting the 'prevent' agenda
- Taking steps to meet the individual needs of students or staff that have a particular characteristic
- Rigorous audited safeguarding procedures
- Recruitment procedures (staff only)
- School council
- Student/ parental/ staff surveys
- Developing information links with local secondary schools
- Developing communication links with representatives from different communities
- Fundraising activities and support for charities which highlight problems of others from disabilities and differences
- Encouragement to all to join in after-school clubs and activities, and school trips, making necessary accommodations where appropriate
- More staff in school with ethnic community links/ languages
- Developing links with schools in disadvantaged worlds across the world
- External support for SEND pupils.

ROLES AND RESPONSIBILITIES

We expect all members of our school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We provide training, guidance and information to enable them to do this.

The school's wider leadership team accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time they develop policy and take decisions.

SCHOOL COMMUNITY	RESPONSIBILITY
Governing body	<ul style="list-style-type: none"> • Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	<ul style="list-style-type: none"> • As above including: • Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. • Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Wider leadership team	<ul style="list-style-type: none"> • To support the Headteacher as above. • Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. • Design an inclusive curriculum.
Teaching staff	<ul style="list-style-type: none"> • Help in delivering the right outcomes for pupils. • Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. • Deliver an inclusive curriculum. • Ensure that you are aware of your responsibility to record and report prejudice related incidents.

Support staff	<ul style="list-style-type: none"> • Support the school and the governing body in delivering a fair and equitable service to all stakeholders. • Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated. • Support colleagues within the school community. • Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school's community and informing the governing body of actions that can be taken to eradicate these. • Take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.
Pupils	<ul style="list-style-type: none"> • Supporting the school to achieve the commitment made to tackling inequality. • Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.

ACCESSIBILITY PLAN

The school will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan (see separate document) aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled pupils

OBJECTIVES

We have scrutinised the information we have to identify any barriers to accessing educational provision and achieving success by those students with protected characteristics and used our findings to identify our pupil equality objectives which reflect our commitment to ensuring that all of our students are supported and encouraged to access educational provision that meets their needs and promotes all aspects of their achievement, safety and well-being. Like-wise we continue to evaluate the diversity of our staff in relation to protected characteristics to ensure that we meet the needs of our staff and reflect the commitment of the school to provide equality of opportunity for all staff in the workplace and to ensure that we promote their safety and well-being.

While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the school has established the following objectives for the period of 2018-2019:



The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages and should be read in conjunction with Marlborough's School Development Plan 2018-2019.

	OBJECTIVE	LINK TO SCHOOL DEVELOPMENT PLAN	HOW EACH OBJECTIVE WILL BE MONITORED
1.	<p>To further reduce the progress gap between disadvantaged children entitled to the Pupil Premium in the school and those not experiencing such barriers to learning. The overall aim is for all children to achieve at least 6 steps progress in English and Mathematics.</p>	<p>1. OUTCOMES FOR PUPILS</p> <p><i>Raise standards across the curriculum so that all children achieve and make good and better progress which meets the school's high expectations of all learners.</i></p> <p>Within the EYFS setting for teachers to engage learners, particularly boys, in reading and writing (1.1)</p> <p>Continue to work to ensure good and better rates of pupil progress, with a particular focus on disadvantaged, SEND and more able learners (1.2)</p> <p>Heighten progress rates of high prior attainers so that they achieve end of year expectations in mathematics (KS2) (1.3)</p> <p>2. LEARNING, TEACHING AND ASSESSMENT</p> <p><i>Provide a challenging curriculum, with high quality teaching, expectations and appropriate feedback.</i></p> <p>To continue to develop the curriculum design and content policy (2.1)</p> <p>Ensure that all teachers have a clear understanding of the level of demand for children to acquire age related expectations in all curriculum areas (2.2)</p> <p>Improve the level of demand routinely expected of pupils of all abilities by staff throughout the school (2.5)</p>	<ul style="list-style-type: none"> • Termly data analysis and tracking of all children, including disadvantaged children. • Senior Leaders to monitor all data. • Provision maps to be updated regularly to ensure all disadvantaged children are receiving the right support and making expected progress. • Classroom observations. • Planning and book scrutinies • Learning walks • Pupil voice questionnaires. • Review of action plans and termly • Diminishing differences termly report and analysis • Impact evaluations linked to SDP • Review and evaluation of the SDP
2.	<p>All SEN and vulnerable groups of children make expected progress in English and Mathematics.</p>	<p>3. PERSONAL DEVELOPMENT, WELFARE AND BEHAVIOUR</p> <p><i>To ensure a safe and happy learning environment where children are confident about where they are in their learning journey, where they are going and what they need to do to achieve success.</i></p> <p>Teachers support pupils' understanding of the progress they make (3.1)</p> <p>Scrutinise the attendance data to identify strengths and weaknesses in attendance by sub-groups (3.2)</p> <p>4. LEADERSHIP AND MANAGEMENT</p> <p><i>Ensure that leaders at all levels demonstrate a deep and accurate understanding of the school's effectiveness, informed by the views of pupils, parents and staff. Leaders utilize this knowledge to keep the school improving, by focusing on the impact of actions in key areas.</i></p> <p>Raise the achievement of disadvantaged and underperforming pupils so that they make accelerated progress from low starting points (4.1)</p> <p>To further develop middle managers' monitoring, evaluation and action planning (4.3)</p> <p>Governors focus constantly on achievement and challenge. They ensure all monitoring is focused and planned leading to evaluations that inform future decisions (4.4)</p> <p>5. EFFECTIVENESS OF EARLY YEARS</p> <p><i>To create an enabling curriculum and learning environment that meets the needs of all learners</i></p> <p>Accurate baseline and ongoing assessment and progress to inform individual targeting and provision at different starting points (5.1)</p> <p>Ensure that the curriculum is engaging and focuses on developing skills, knowledge and concepts being learnt (5.2)</p> <p>To strengthen work with external partners and the wider community to broaden the curriculum and experiences for all children (5.3)</p>	<ul style="list-style-type: none"> • Monitor personalised planning and provision regularly • Monitor the impact of outside and in house SEND training for impact half termly. • Monitor impact of provision through use of provision maps for reading, writing and mathematics. • Classroom observations. • Pupil voice questionnaires. • ECAR meetings, PM, data analysis, provision analysis. • Review of termly standards and achievement report • Diminishing differences termly report and analysis • Review of action plans and termly impact evaluations linked to SDP • Review and evaluation of the SDP

REPORTING ON PROGRESS AND ATTAINMENT

A report on the progress of the above objectives will be published on an annual basis.