

Marlborough Primary School



Strategic Equality Policy

Summer Term 2023 – Summer Term 2027

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The Equality Act 2010

The Equality Act 2010 is discrimination legislation that applies to all maintained and independent schools and maintained and non-maintained special education schools.

It is every single school staff member's responsibility to abide by the Equality Act 2010 by following its three public sector duties:

- Promoting equality of opportunity
- Promoting good community relations
- Eliminating discrimination

The Equality Act 2010 states it is unlawful to discriminate against a pupil, or a prospective pupil, by treating them less favourably than they would have been treated because of their protected characteristic(s): sex, race, disability, religion or belief, sexual orientation, pregnancy or maternity and gender reassignment.

It is unlawful to discriminate against a pupil because of a protected characteristic a person they are associated with has, or because of a protected characteristic you perceive them to have, even when you are mistaken.

Marlborough's Vision and Aims

Aiming for Excellence

SA1- Excellent teaching where learners are fully engaged in the learning process and actively drive a dynamic curriculum that excites and ignites a lifelong passion for learning.

SA2 - Pupils consistently achieving high standards with a determined focus on continuous improvement.

SA3 - Equality of opportunity for all learners in an inclusive and exceptional learning environment.

SA4 - A high performing team which focuses on continuous development and improvement.



At Marlborough we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At

Marlborough we believe that our diversity and inclusivity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Characteristics of our school (as of July 2023)

Marlborough Primary School is an urban school in the city of Cardiff. The catchment area is within the Penylan area of Cardiff.

Our school is a large, inner city, primary school with 505 pupils. It has 82 teaching and non-teaching staff.

50.6% of our pupils are girls and 49.4% are boys,

7.8% are eligible for free school meals and 11% are on the Additional Learning Needs Register.

165 pupils (32.6%) are from a diverse range of Global Majority backgrounds. 37 different Ethnicities are currently represented at Marlborough.

The largest Ethnic groups are White British (67%), Pakistani (6.7%), Bangladeshi (3.1%) and Saudi Arabian (2.1%).

Approximately 0.39% of our pupils are Asylum Seekers.

23% of the current school population speak dual languages with English as not their first language.

There are 24 known languages spoken in the school with the largest linguistic groups being; English, Bengali, Arabic and Urdu. 20.6% of pupils with EAL are at early stages of English Acquisition.

Different Religions or Beliefs represented in our school are: Christianity, including Anglican, (24%), Muslim (19%), Roman Catholic

(5%), Sikh (1%) and Hindu (0.9%) as well as Agnostic, Atheist and Humanist. 25% of the population have no religion.

We have pupils with Additional Learning Needs including with Healthcare Plans. These include Down's Syndrome, visual/hearing impairment, mobility challenges, cognition and learning. We are fully inclusive of all pupils.

75% of Marlborough staff are White British.

83% of our staff are female and 17% of our staff are male.

5% of our staff are fluent Welsh speakers.

Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;

- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education; encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning; including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our strategic equality objectives, which sits at the heart of the School Improvement Plan, is to fulfil the duties to promote equality for people with 'protected characteristics' and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for Marlborough, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;

2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means

- a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Responsibilities

The role of governors

- The governing body has set out its commitment to equalities by approving and adopting the Equalities Strategic Policy and Objectives and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their individual needs and circumstances.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on any grounds.

- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all pupils to join the school, whatever a child/s individual or family background.
- The governing body will ensure that no child is discriminated against whilst in the school. The role of the headteacher (or senior leader responsible for Equalities)

The role of the headteacher

- It is the headteacher's role to implement the School's Strategic Equality Policy and Objectives and she is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the School's Strategic Equality Policy and Objectives, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equalities when developing the curriculum, and promotes respect for other people and equal opportunities in all aspects of school life.
- The headteacher will treat all incidents of unfair treatment and any incidents of bullying due to discrimination, with due seriousness.

The role of all staff (teaching and non-teaching)

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the School's Strategic Equality Objectives
- All staff will strive to provide material that gives positive images and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, whether that is racism, homophobia, disability related or other, and record any incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Visitors and contractors working on site

Every effort will be made to ensure that all visitors or contractors working on site are made aware of the school's stance on equality and incidents of a discriminatory nature.

Our Strategic Equality Objectives

Our chosen Strategic Equality Objectives are

1. To embrace the Welsh Government's pledge to ensuring an anti-racist Wales by 2030 through a commitment and action to make Marlborough an anti-racist school community.
2. Reduce Gaps in attainment and attendance between pupils from protected groups
3. To ensure that Marlborough's provision to support the Additional Needs of pupils both in Y Galon and mainstream is inclusive and equitable.

Monitoring and Evaluation

We are an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We make regular assessment of pupils' learning and use this information to track pupils' progress, as they move through the school. 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 are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil progress. As well as monitoring pupil progress, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disablism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Related Policies / Documents

- School Improvement Plan
- Accessibility Plan
- Restorative Approaches at Marlborough
- Discipline Policy
- Anti-bullying Policy

Equalities Plan

At Marlborough we believe that our responsibility for Equality should sit at the heart of the school's annual School Improvement Plan (SIP) and not as a separate Equality Plan. Therefore, our strategic equality objectives are woven into each of the key annual action plans.