



St Mary's CE Primary School

"Nurturing Success"

Equality policy

***Including Equality Information and objectives (public sector equality duty) statement for publication
2021-2024***

At St Mary's, we are committed to nurturing every child (and every adult) as a unique individual to be the best that they can be, within a safe, friendly and welcoming community rooted in Christian values. Our vision is to provide an education of the highest quality through a rich, broad and balanced curriculum which focuses on the development of the whole person. We want children to develop as happy, confident and articulate individuals who will love learning throughout their lives.

Our Equality Policy is shaped by our vision which seeks to promote and celebrate all that is good and unique in every individual within our community.

As it says in Philippians 4:

Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things. Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you.

Our school Christian values of friendship, respect, trust, hope, wisdom and perseverance are at the heart of our positive and nurturing approach and underpin our relationships with others and our practice.

School statement on equality

As a Church of England School, the belief that each person is created in God's image is accepted and the uniqueness of the individual celebrated. We are committed to developing the children as global citizens, welcoming diversity and celebrating difference and we treat each other with dignity and respect. Our Equality Policy is supportive of these beliefs and everything we do is underpinned by our belief that everyone should be able to flourish in our caring school irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity. We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

1. Legal framework

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.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, race, religion, sex and sexual orientation. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. Guiding principles

Our approach to equality is based on the following key principles, guided by our school vision.

- **All learners are of equal value.** Whatever their ability, whatever their ethnicity, culture, national origin or national status, whatever their gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which children and adults within our school setting may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.
- **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- **We observe good equalities practice for our staff.** We strive to ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- **We have the highest expectations of all our children.** We expect all pupils to make good progress and achieve their full potential as whole people
- **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils ensures that these children are more likely to achieve high standards and improve their life chances.

3. Development of the policy

The policy was developed by the Headteacher in consultation with the Assistant Headteacher (Inclusion), staff and governors.

4. Links to other policies and documentation

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

Admissions and attendance

Staff recruitment, retention and professional development

Care, guidance and support

Special educational needs

Behaviour and exclusions

Bullying and addressing prejudice related bullying

Pupils' progress, attainment and achievement

Pupils' personal development and wellbeing

Teaching styles and strategies

SMSC and PSHE

Working in partnership with parents, carers and guardians

Working with the wider community

We also ensure that information about our responsibilities under the Equality Act is shared with stakeholders and published on our website.

5. Our actions

Our school aims to meet its 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

To eliminate discrimination, harassment and victimisation

- We meet our legal duty and live out our guiding principles listed above by: opposing prejudice and prejudice related bullying, taking account of equality with regards to the way the school provides facilities and services, taking account of equality with regards to attendance policies, actively promoting equality and diversity and creating an environment of dignity and respect.

To advance equality of opportunity between different groups

- We meet our legal duty and live out our guiding principles listed above by: being alert to the potential impact of any negative, prejudicial language or behaviour on particular pupils and groups of pupils.
- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have

- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in a range of extra-curricular clubs)

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 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 incidents of homophobic or transphobic bullying)

To foster good relations

We meet our legal duty and live out our guiding principles listed above by preparing pupils to live well together, respect diversity and equality, challenge discrimination and prejudice and listen to and treat others with dignity and respect.

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 our curriculum. This includes teaching in RE, PSHE but also across a range of other curriculum areas. For example, as part of teaching and learning in English, pupils are introduced to literature from a range of cultures. Global Citizenship is embedded into the St Mary's curriculum, enabling all pupils to gain knowledge and understanding of the importance of social justice and equality, identity and diversity.

Providing collective worship which prepares pupils to live well together, respect diversity and equality, challenge discrimination and prejudice and listen to and treat others with dignity and respect. Pupils are encouraged to play a key role in leading and shaping collective worships and we also invite external speakers to contribute

- Working with people of other faiths within and beyond our locality. This includes inviting leaders of faith groups to speak at collective worships, and organising school trips and activities to enable children to meet and work with people of other religious and cultural backgrounds.

Other ways we address equality issues

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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school maintains records of training relating to equalities and inclusion.

The school has a programme for reviewing school policies in relation to equalities.

6. Disseminating the policy

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy, our equality objectives and data are all available on our school website.

7. Roles and responsibilities

The governing body 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 and Assistant Headteacher (Inclusion)
- Attend appropriate equality and diversity training

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

The Assistant Headteacher (Inclusion) will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the Inclusion link governor each term to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives.

8. Staff development and training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

9. Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

10. Monitoring and evaluation

The equality objectives, equality data and the policy is reviewed every four years. Data is published annually.

Review of the Plan

The Equality Information and Objectives Statement for Publication will be reviewed every four years and therefore the current plan will be reviewed in 2024.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
All	<p>Raise awareness of equality and diversity with a particular emphasis on disability awareness and racial awareness</p> <p>Share the policy with stakeholders</p> <p>Provide appropriate staff training in equality and diversity to support staff understanding and awareness</p> <p>Embed all aspects of statutory Relationships and Health Education into the PSHE Curriculum and continue to build a shared understanding of this work with parents/carers so they can support this at home.</p>	<p>Evidence of values and positive behaviours in lessons and school environment.</p> <p>Subject leader monitoring.</p>	<p>Headteacher AHT Inclusion PSHE Subject Leader</p>	<p>September 2021 - July 2024</p>	<p>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays</p> <p>Parents/carers are aware of the Equality Plan</p> <p>Pupils' work and pupil voice discussions demonstrate children's understanding and respect for equality and diversity</p>

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
All	Monitor and analyse pupil achievement at key intervals (taking into account gender, socio-economic background/FSM and ethnicity) and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed and issues addressed through specific objectives identified in the annual School Improvement Plan	Headteacher / AHT Inclusion Governing body	September 2021 - July 2024	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models that young people positively identify with, which reflects the school's diversity	Increase in pupils' participation, confidence and achievement levels.	SLT Curriculum subject leaders.	September 2021 - July 2024	Notable increase in participation in extra-curricular activities and confidence of targeted groups
All	Increase staff awareness of how to report incidents relating to protected characteristics	CPOMS incidents checked to ensure they are in line with the school's Behaviour and anti-bullying Policies	Headteacher / SLT Governing body	September 2021 - July 2024	CPOMS incidents completed in line with the school's Behaviour and anti-bullying Policies
All	Ensure that displays in classrooms and corridors promote diversity	Increase in pupil participation, confidence and positive identity – checked through subject leader monitoring	SLT PSHE and art/design subject leader.	Ongoing	More diversity reflected in school displays across all year groups

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, roles and responsibilities etc.	School council representation monitored	SLT Member of staff leading on school council	September 2021 - July 2024	More diversity in school council membership/positions of responsibility
All	Identify, respond and report incidents relating to protected characteristics to the Governing body	Through the Headteacher's report and FGB meetings	Headteacher / Governing body	Ongoing reporting: Autumn, Spring and Summer terms.	Teaching staff are aware of and respond to incidents relating to protected characteristics Consistent nil reporting is challenged by the Governing Body Parents/carers report satisfaction with how incidents have been dealt with.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
All	Ensure that the school curriculum, collective worship and calendar provide opportunities to reflect on diversity and equality, emphasise its importance and celebrate the culture and key events of a range of communities	AHT Curriculum and Assessment and subject leader monitoring RE/PSHE assessments	Headteacher SLT Global Citizenship Leader PSHE and RE subject leaders	Ongoing	Increased awareness of different communities shown in curriculum planning, children's work and assessments