



Equality Policy

St Mary's Church of England (A) Primary School keeps children safe by ensuring and promoting the safeguarding and welfare of all children in its care: all policies support the most current "Keeping Children Safe in Education Guidance" and "Safeguarding Policy", are fully consistent with the "Every Child Matters" agenda, and fully support the principles of equal opportunities for all.

St Mary's Church of England Primary School welcomes our duties under the Disability Acts of 1995 and 2005, Race Relations Act of 2000 and Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

- 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.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- Exploring children's own cultural heritage

- Developing partnerships with other schools local, national and international
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- Homosexuals and heterosexuals alike

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater

- participation in public life of:
- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys

Principle 8: We base our practices on sound evidence

Our equality objectives are set based on gathering evidence as follows:

- Monitoring and analysis of pupil progress in identified groups – SEND and vulnerable pupils
- From involving relevant people including pupil and parent views

Principle 9: Objectives

Evidence is analysed in order to set objectives that will promote

- equality of opportunity for everyone at St Mary's school
- eliminate unlawful discrimination, harassment and victimisation
- foster good relations in terms of:
 - ethnicity
 - religion or belief
 - socio-economic background
 - gender and gender identity
 - disability
 - sexual orientation
 - age

The curriculum

We keep the content of our teaching under review, in order to ensure that teaching and learning reflect the principles set out in the guiding principles above.

Ethos and organisation

We ensure the guiding principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development (performance management also)
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling its legal duties:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

We keep a record of prejudice-related incidents and provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy (Father David Isiorhos).

The headteacher is responsible for implementing the policy; ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff have day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver activities that reflect the principles

- support pupils for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work
- celebrate diversity

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

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

Breaches of the policy

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

Monitoring and review

We monitor and analyse pupil progress in identified groups in order to ensure implementation of this policy. Adjustments are made as appropriate.

School staff, governors, parents/carers and the community are consulted on implementation of the policy.

Responsibility for implementation

All staff have a duty to eliminate inequality in the classroom and dealing with parents/service users/other staff.

The person with responsibility for implementing and monitoring the policy is the Headteacher.

Accessibility Objectives

Access to the curriculum	<ul style="list-style-type: none"> • Planning takes account of the needs and ability of individual children. • Staff are deployed to ensure appropriate support is provided to meet the needs of individuals.
Physical access	<ul style="list-style-type: none"> • The classroom is organized and adapted to meet the specific needs of children with

	disabilities.
Access to information	<ul style="list-style-type: none"> • Letters, policies and school documents can be made available in different formats. • All staff are aware of parents and children with disabilities and of their specific requirements.

Equality Objectives

Ensure that all staff and governors are aware of and understand their responsibility regarding the current legislation around diversity and equality.
Ensure that identified groups are given the support and challenge needed to diminish the difference in attainment.
Ensure that all children with English as an additional language are supported in their language development to enable them to access the curriculum.
Ensure that the curriculum reflects ethnic and religious diversity.