



St Mary's and St Peter's C of E School

Equality Policy and Objectives

We believe high standards of care and love are an integral part in the quality of teaching and learning across the whole curriculum. Our school Christian vision of 'Life in all its fullness' applies to all areas of our school. The two great commandments given by Jesus will underwrite the life of our school; they are to 'love God' and to 'love your neighbour as yourself'. It is our aim for both of these instructions to be evident in the whole life of the school, in the relationships between all members of the community; pupils, staff and parents, and also in our safeguarding responsibilities.

St Mary's and St. Peter's school fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils and staff. Our Equality Policy is one of a range of documents which set out the safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children and staff where they feel valued and are respected.

We believe that every member of our school community has the right to receive education or employment in an environment which is free from prejudice.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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.

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). This means that schools cannot discriminate against pupils nor any member of our community or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. This policy describes how the school is meeting these statutory duties and is in line with national guidance.

Our vision statement about Equality

SMSP School seeks to foster a friendly, welcoming and respectful environment, which allows us to question and challenge discrimination and inequality, resolve conflicts peacefully, and work and learn free from harassment and violence.

Equality Objectives

- To promote spiritual, moral, social and cultural development through a broad and rich curriculum and extra-curricular opportunities, ensuring equality of opportunity.
- To promote the SMSP values (compassion, forgiveness, humility, peace, justice, thankfulness, creation, friendship, reverence, trust, endurance, hope, koinonia, service and wisdom) and British Values (democracy, rule of law, individual liberty, mutual respect and tolerance) within the school community.
- To identify the barriers to achievement for children and find ways to overcome them through carefully planned interventions focussed on narrowing the gap between individuals (particularly in the light of COVID-19).
- To provide a physical environment, curriculum and way of working which supports disabled and non-disabled people.

Our Approach

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

We promote the principles of fairness and justice for all through the education that we provide in our school.

We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for all minority groups.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Anti-racism

We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum gives due emphasis to ancient African traditions and cultures in the work that the children do on the Ancient Egyptians. In the religious education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs.

Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

Achievement for All

We take the words of Jesus in John 10.10 promising '**life in all its fullness**' seriously and believe that all within our community should be able to flourish and achieve their full potential.

We want our children to be successful lifelong learners, confident individuals and responsible citizens who are able to make a positive contribution to society. We will achieve this by providing a broad, rich and exciting curriculum, which is both inclusive and challenging, in order to get the best from every child.

All teachers and senior leaders collect and analyse assessment data throughout the year to monitor progress and outcomes for different groups of children. We take action to close any gaps and plan appropriate provision for all the children.

The role of governors

The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and equally.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities (see SEND Information Report).

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race, so all children have access to the full range of the curriculum.

The role of the headteacher

It is the headteacher's role to implement the school's equality policy and s/he is supported by the governing body in so doing.

It is the headteacher's role to ensure that all staff are aware of the school policy on equality, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

The headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

The role of the class teacher

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, in geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through our assemblies, PHSE and Citizenship and across the curriculum. We provide opportunities for our children to listen to a range of opinions and empathise with different experiences.

All our teachers challenge any incidents of prejudice or racism. We keep a record of any serious incidents and provide a report to Governors about the numbers, types of incident and how we dealt with them (see Behaviour Policy).

Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

The role of Parents

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

Parents are responsible for reporting any concerns they may have about their child being treated unfairly.

Monitoring and review

In order to ensure that the work we are doing meets the needs of the whole school community we review feedback from children (school and class councils, PSHE lessons, and questionnaires), parents (annual questionnaire, Coffee Mornings, parent / teacher conferences, SEND review meetings) and staff (surveys, staff meetings, INSET days).

It is the responsibility of our governing body to monitor the effectiveness of this Equality policy. The governing body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the headteacher to report to governors on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

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