



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 Christian vision of 'Life in all its fullness' is at the heart of our school and we believe that all within our community should be able to flourish and achieve their full potential.

This policy, along with all our policies and practices, has been written with our vision of *life in all its fullness* for the children, staff, and wider community in mind, and to support us in realising that vision.

All members have 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.

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). These protected characteristics are: age, sex, race, disability, religion or belief, gender reassignment, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

This policy describes how the school is meeting these statutory duties and is in line with national guidance.

Legislation and Guidance

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty (PSED) 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](#).

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The Public Sector Equality Duty has three aims under the general duty, to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not.

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.

Definitions

Discrimination is unfair treatment towards another or a group of individuals who share one or some of the protected characteristics.

Direct Discrimination occurs when someone is treated less favourably than others because of a protected characteristic.

Discrimination by Association occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic.

Direct Discrimination by Perception occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.

Indirect discrimination can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual. For example, a policy that is applied to all individuals equally may inadvertently disadvantage individuals or groups who have a protected characteristic. It is therefore essential that all aspects of school life and policies are scrutinised carefully to avoid any unlawful provision, criterion, or practice.

Victimisation occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic; or has supported someone who has raised a complaint or grievance.

Harassment is any form of unwanted behaviour intended to violate an individual's dignity or create an environment which may be described as hostile, degrading, humiliating or offensive. The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.

Prejudice can be conscious or unconscious and involves stereotypes, prejudgments, and beliefs (which are usually negative) about an individual, or group of people, based on a protected characteristic.

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Our Approach

We do not discriminate against anyone, be they staff or pupil, on the grounds of their age (for employees) sex, race, disability, religion or belief, gender reassignment, sexual orientation, marriage and civil partnership, and pregnancy and 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 (see safeguarding policy).

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 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**.

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The role of governors

The governing body has set out its commitment to equal opportunities in this policy and in the objectives, 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 and Accessibility Plan).

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.

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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 admissions, attendance and exclusions of different pupil groups;
- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring engagement in extra-curricular activities;
- monitoring the representation on school bodies, e.g. school council, RE steering group, Ecco Warriors;
- 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 effectiveness of the school behaviour, SEND and safeguarding policies, so those pupils from minority groups are not unfairly treated.

Safeguarding

St Mary's and St. Peter's school fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils, staff and parents. Our Equality Policy and Objectives 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, staff and parents where they feel valued and are respected.

Policy Date: March 2022

Review Date: March 2024

How the school is complying with its responsibilities

Eliminate unlawful discrimination, harassment and victimisation	
How	Evidence
The school Accessibility plan is reviewed regularly and shared with staff where appropriate.	Accessibility plan
The school ensures that reasonable adjustments are made for any staff member or pupil with a physical disability or mental health need to better meet their needs and ensure that any disadvantages they experience are addressed.	Accessibility plan Emotional Health & Wellbeing Policy
Advance equality of opportunity between people who share a protected characteristic and those who do not	
How	Evidence
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.	Pupil Progress meetings & documentation Data Intervention plans
Reasonable adjustments are made to the whole school behaviour policy to ensure that pupils with a disability under the Equality Act are not disadvantaged.	Behaviour Policy
Foster good relations between people who share a protected characteristic and those who do not	
How	Evidence
The curriculum provides opportunities for pupils to learn about, understand and celebrate different backgrounds, cultures, faiths, traditions, ethnic origins and those with disabilities.	Curriculum overviews / maps
Age-appropriate materials and guidance are used to promote understanding of gender stereotyping, sexual orientation, and same sex relationships within the context of relationships and family life.	Curriculum overviews / maps Jigsaw scheme of work
Collective worship lead by staff members and the clergy is distinctly Christian based and includes celebration of diversity, the school and British values, and the importance of equality to ensure understanding.	Collective worship policy and termly plans

Equality Objectives

Eliminate unlawful discrimination, harassment and victimisation			
Objective	Why?	How?	Outcome
To promote the SMSP values (wisdom, hope, community and dignity) and British Values (democracy, rule of law, individual liberty, mutual respect and tolerance) within the school community.	Some incidents of unkind behavior reported.	Collective worship Chaplaincy programme PATHS programme PSHE and RE curriculum Safeguarding policy Pupil voice	Shared understanding of the importance of positive relationships. Shared awareness and understanding of discrimination. Eradicate incidents of unkind behaviour, reduced number of incidents logged.
Advance equality of opportunity			
Objective	Why?	How?	Outcome
To provide a physical environment, curriculum and way of working which supports disabled and non-disabled people.	SEND population is increasing Increased social, emotional, mental health needs Other needs include visual impairment	High quality CPD, e.g. attachment awareness training Adaptive teaching Quality first teaching Liaise with outside agencies Improved communication and workshops for parents Monitor provision ELSA provision Accessibility Plan Movement breaks	Staff have improved skills and understanding of the needs of SEND pupils and are more confident in adapting the curriculum to meet those needs. The whole school community, including staff, pupils and parents show respect to and understanding of others.
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.	Committed to improving outcomes Close the gap in attainment particularly in the light of covid.	Rigorous tracking of pupil groups, particularly disadvantaged. High quality CPD Targeted intervention, keep-up and catch-up. Focus on vocabulary, phonic knowledge, reading fluency. Adaptive teaching Quality teaching	Gap in performance narrowed with the majority of pupils achieving ARE by the end of KS2, thus giving pupils the best chance of academic success at secondary school and beyond.
Foster good relations between people			
Objective	Why?	How?	Outcome
To promote spiritual, moral, social and cultural development through a broad and	We value and promote diversity and aim to ensure a greater	Spirituality policy Collective worship Chaplaincy programme	Pupils will progressively develop their understanding of, and empathy for,

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rich curriculum and extra-curricular opportunities, ensuring equality of opportunity.	understanding and respect for differences.	RE curriculum Identify opportunities to celebrate diversity Opportunities for debate Audit curriculum offer & extra-curricular activities (trips, visitors, workshops, clubs) Quality CPD, e.g. Bloom's Taxonomy Raise awareness through participation in theme days, e.g. Hello Yellow, Kindness Acts, Odd Socks	people from different regions, races, religions and cultures. The curriculum (through a range of learning opportunities) will provide a clear structure for promoting and championing the importance of equality.
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Objectives Date: March 2022

Objectives Review Date: March 2026