

## Philosophy

St Mary's is a church school that strongly believes that all children have the right to an education that offers equal opportunity and an inclusive curriculum in a community which develops sensitivity to differences

## Legal Background

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) which extends to all protected characteristics - race, disability, sex, age, religion or belief, gender reassignment, marriage and civil partnership, pregnancy and maternity, and sexual orientation. This means that, in carrying out its functions, St Mary's CE (A) First School will have due regard to, and commit itself to, the need to:

- (a) Eliminate discrimination and other conduct that is prohibited by the Act
- (b) Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- (c) Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

## Principles

At St Mary's we will tackle the barriers that could lead to unequal outcomes so that there is equality of access within the whole school community. Diversity within the school community should be celebrated and valued. Every member of the school should feel safe, secure, valued and of equal worth. At St Mary's, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious belief, age, sexual orientation or any of the other protected characteristics.

## Aims

- To ensure that all statutory requirements relating to Additional Educational Needs, Disability and Race are adhered to by all in the school community.
- To ensure that St Mary's is an Inclusive School, where every pupil has equality of access to all areas and aspects of the school curriculum, regardless of age, gender, race, cultural / religious background, sexual orientation or educational ability. Developing the virtues of patience, tolerance, understanding, truth and justice.
- To show that each person is important, valued and special and is deserving of respect.
- To provide supportive, friendly atmosphere in which to work, learn and play.
- To encourage positive self-esteem for all, thereby raising expectations and standards of learning and assisting towards the fulfilling of an individual's potential.
- To ensure that recruitment and training are accessible to all staff on grounds of school development and personal need.

## Guidelines

The maintenance and application of this policy will be part of the school self- review, involving Governors and all staff. Where appropriate parents, carers and pupils will be involved in consultations when monitoring or review takes place.

### Promoting Equality: Curriculum

- Curriculum planning reflects a commitment to equality.
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school.
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality.
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs.

- The use of images and materials which positively reflect a range of cultures, identities and lifestyles within society.

### **Promoting Equality: Achievement**

To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place for all pupils.

### **Promoting Equality: The ethos and culture of the school**

- Those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school.
- Visitors to the school are treated with respect.
- The displays around the school reflect diversity.
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account of the wider access to school information and activities).
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of worship, classroom activities and off-site activities.
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through School Council, surveys and conversations during learning walks.
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

### **Promoting Equality: Staff Recruitment and Professional Development**

- All posts are advertised appropriately.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity.
- Access to opportunities for professional development is monitored on equality grounds.
- Employment policy and procedures are reviewed regularly to check conformity with legislation.

### **Promoting Equality: Countering and Challenging Harassment and Bullying**

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents.
- The school reports to Governors and LA on an annual basis the number of prejudice related incidents recorded in the school.

### **Promoting Equality: Partnerships with Parents/Carers and the Wider Community**

- Take action to ensure all parents/carers are encouraged to participate in the life of the school.
- Maintain good channels of communication, e.g. through parent questionnaires, to ensure parents' views are captured to inform practice.
- Encourage members of the local community to join in school activities and celebrations.
- Ensure that the parents/carers of newly arrived pupils are made to feel welcome.

## **Definitions**

1. Race includes colour, nationality and ethnic or national origins.
2. Disability - the Equality Act changes the definition of disability. The definition is almost the same as that under the Disability Discrimination Act (DDA), with two main exceptions:
  - there is now no longer a requirement that a mental impairment must be a clinically well-recognised illness;
  - there is no longer an exhaustive list of what constitutes day-to-day activities.

The consequence of the relaxation of the definition of disability is that more pupils are now legally disabled. It follows that more SEN children will now also be classed as disabled to a greater extent than before. As before, as soon as a child is legally disabled and the school either know or could reasonably have

been expected to know that they are disabled, discrimination provisions kick in to protect the learner.

3. Sex - pupils and employees of one sex must not be singled out for different or less favourable treatment.
4. Gender equality must still be promoted. The Act makes an exception to single sex sporting activities, when a judgement should be made as to the physical disadvantages of particular groups of pupils.
5. Religion or belief is defined by the Act as being any religion or belief including philosophical belief. The lack of religion or belief is also a protected characteristic. Religions include all major faith groups and denominations or sects. Belief includes non-religious world views such as humanism but not political beliefs such as communism.
6. Sexual orientation refers not only to the pupils' and employee's sexual orientation but also to the children and partners of gay, lesbian or bi-sexual parents.
7. Pregnancy and maternity - this is a new area of equality legislation.
8. Gender reassignment - this is a new provision.

Protected characteristics - is used as a term to refer to the categories to which the law applies, e.g. sexual orientation.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat -or would treat -other people.

### **Accessibility Plan**

We are implementing our Accessibility Plan designed to increase the extent to which pupils with disability can participate in the curriculum, to improve the physical environment and the availability of accessible information to disabled pupils. The school will supply auxiliary aids and services as reasonable adjustments where these are not supplied through Education, Health & Care Plans.

### **Equality Objectives**

#### Action Plan

The objectives which are identified represent St Mary's priorities and are the outcome of a careful review of, and analysis of, data and other evidence. They also take into account national and local priorities and issues.

The Equality Objectives for 2021/22 are to:

- (a) Raise attainment of learners in receipt of Pupil Premium.
- (b) Promote understanding and respect of differences through planned activities.
- (c) To provide families with a range of opportunities to find out how they can support their child's learning.
- (d) Deliver staff training in relation to Mental Health and Pupil Well-being following the pandemic, and support children and families effectively.

#### **Monitoring**

It is intended that the above, including the attached statements, will become a conscious, practised way of working and learning within the school and will be continuously monitored by all.

Implementation of the policy and attached Statements will be reviewed by the Governors and Senior Management Team.

Reviewed by Governing Body March 2019,

Reviewed in April 2022

To be reviewed in April 2024

## **STATEMENT FOR BULLYING**

Our definition of bullying is as follows:

***"An individual may be being bullied when another person or group of people repeatedly say nasty things, hit, kick, physically harm, threaten, tease or isolate that person over a sustained period of time."***

This definition includes physical, emotional, racial or sexual forms of bullying. It is usually difficult for the individual being bullied to defend themselves.

### **Philosophy**

It is the belief of this community that all bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify the actions. This policy covers staff, governors, trainees and all pupils whether permanently or temporarily on the school roll.

### **Aims**

- To promote consideration for the thoughts, feelings and physical well-being of others through all aspects of school life including Worship, PHSE, Circle time and appropriate curriculum areas. As a result we aim to reduce and eradicate, wherever possible, instances of bullying in any form.
- To respect personal property and the property of others.
- To promote an environment which encourages members to care and be concerned for each other.
- Prompt, firm and consistent response to reported incidents, involving discussion with all concerned.
- Vigilance to identify bullying as opposed to rough play, and clear understanding of the measures which will be taken when it occurs in any form.

### **Symptoms of Bullying**

The effects of bullying can be identified in many ways, with the victim displaying one or more indicators. The following are some that may possibly be observed:

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| Fear of walking to and from school.        | Unwillingness to attend school.                  |
| Under-achievement in school work.          | Clothes or property damaged or missing.          |
| Starting to stammer or becoming withdrawn. | Becoming distressed or not eating.               |
| Having problems sleeping.                  | Having unexplained scratches, bruises, cuts etc. |
| Asking for, or taking money from home.     | Refusing to talk to anyone or say what is wrong. |

### **Guidelines**

In our stance against bullying, we aim to work together with pupils, staff, governors and parents to create a climate within our school where it is recognised that each person is a responsible, valued and special member of our community. **Our pupils will work in an environment where:**

- Everyone displays concern about the welfare of friends, peers and staff.
- Everyone recognises bullying, knows what it is and that it is an unacceptable form of behaviour.
- No-one is afraid or reluctant to name bullies.
- Everyone knows that each person involved will be listened to and their complaints taken seriously.
- Everyone works to see that potential bullies are deterred and re-educated.

#### **All staff will:**

- Be aware of the schools policy statement regarding equal opportunities and its relationship to the need to create an anti-bullying climate.
- Use every opportunity to promote self-esteem in the school community.
- Use RHE sessions to recognise, teach, discuss and identify bullying behaviour and to learn strategies to deal with incidents by encouraging children to talk about experiences and the effects they have.
- Use other curriculum areas to identify bullying behaviour eg some history topics
- Display impartial and consistent approaches in their daily contact with pupils.
- Re-affirm attitudes regularly throughout the school year.
  1. Be aware of the need to be vigilant at all times in respect of bullying behaviour.
  2. In event of incident, children involved should be given the chance to explain the event and then separated. Use of 'Teacher Talk' is available with either the Head or Assistant Head during break times.
  3. Teachers should keep a record of incidents in children's individual log sheet, in order to identify consistent behaviour patterns which should then be reported to the Head Teacher or Assistant Head Teacher.
  - 4/ Persons providing Break Time supervision must also record and report incidents of behaviour to the class teacher who will keep a written record.
  - 4/ Once a pattern of behaviour has been identified it must be reported to SLT with relevant paper work. This will then be logged. If three more incidents occur parents will be contacted and meetings held to discuss behaviour and school policy and possible referral made.

# STATEMENT FOR GENDER EQUALITY

## Aim

- To provide an environment in which Gender Equality is an integral part of the school ethos.

## Guidelines

- Group and register children alphabetically.
- Use opportunities such as lining up to ignore gender differences.
- Ensure that the public roles of members of staff are not gender determined.
- Allocate school tasks according to age, ability and interest, providing positive discrimination if necessary.
- Encourage pupils to undertake tasks not traditional to their sex.
- Provide opportunities, where possible, for pupils to see adults in a variety of non-traditional work and home-based roles.
- Treat all pupils the same, in respect of our behaviour towards them, regarding pastoral care, uniform, sanctions and rewards.
- Follow-up all instances of sexist language and behaviour wherever it takes place in the school by recording incident in child's individual log. This will then be followed up in Circle time, discussing similarities and differences in a positive environment.
- To be aware of any issues related to gender assignment
- Monitor resources to ensure gender equality.

# STATEMENT FOR MULTI-CULTURAL EQUALITY

## Aims

- To develop and maintain a positive approach to multi-cultural activities.
- To promote an awareness of similarities and differences between all races, cultures and creeds and to develop an appreciation of and respect for a variety of faiths, beliefs and traditions.
- To utilise opportunities as they arise to teach about difference in addition to the planned activities and events.
- To encourage children to share experiences related to customs, religions and cultures.

## Guidelines

- Promote and display work that shows multi-cultural awareness.
- Ensure that every individual within the school community is spoken to in the same manner, confirming the value placed on each person.
- Follow-up each instance of racist language where ever it takes place in the school, report appropriately.
- Utilise Worship, PHSE, RE and any other relevant curriculum programmes of study to promote the awareness of different creeds and cultures, identifying and promoting both the range and the value of differences.
- Select and use books and resources that demonstrate positive attitudes towards all.

# STATEMENT FOR RACIAL EQUALITY

## Definition

Racial Equality is the provision of opportunity and good relations between persons of different racial groups  
Racial Harassment is unwanted verbal or physical approaches, which are racially discriminatory and which cause the recipient to feel threat, discomfort or humiliation.

## Aims

- To ensure equality of opportunity to all, both staff and pupils, including recruitment and career development.
- To ensure that all staff understand their role and responsibilities within the school policy so that implementation is effective.
- To promote an awareness of similarities and differences between races and to develop an appreciation of and respect for those differences.
- That, through open discussion, victims and perpetrators of racial harassment are supported and perpetrators develop a sense of consequence and inappropriateness of their actions.

## Guidelines

Staff and Governors are to be aware of the need to promote racial equality in employment, career development, teaching and learning, behaviour and developing community relations.

1/ In identifying racist behaviour, to act immediately in expressing disapproval.

2/ Give the recipient of such behaviour support.

3/ Determine how much the perpetrator understands about his/her actions.

4/ Inform the Headteacher or Assistant Headteacher immediately. They will then monitor and record racist incidents as required. This information will be reported termly, to the Governing Body through the Curriculum Committee.

If appropriate, the Headteacher will contact the parents of pupils involved to explain the Local Authority and school procedures for dealing with racist incidents and inviting them in to discuss the incident and the school actions.

If a parent, pupil or member of staff is not satisfied with the outcome, remind them of their rights to make a formal complaint.

# STATEMENT FOR EDUCATIONAL INCLUSION

## Aims

- To continually use and assess current practice to ensure inclusion for all.
- To improve the achievement of all pupils through the school self-review process, with awareness of the social, experiential and educational needs of specific individuals or groups.

## Definition

Educational Inclusion is the awareness of the needs of all individuals or groups within the school community. These needs vary and can be identified through internal monitoring and review systems already in place through the self-review process. Use of assessment data (statutory, summative and formative), attendance records, Learning Passports, National and Local Performance data can all be used to identify needs. Knowledge and understanding of disadvantages within the community and of local issues, as well as good communication between, and relationships, with families and local services is also essential in order to be effective. Inclusion is an issue that is pertinent to all stakeholders and needs to be reflected in the provision of a broad and balanced curriculum, good teaching, close monitoring and effective target setting.

## Guidelines to include:

- Staff to monitor absences
- Staff to be aware of children who may be becoming disaffected for social, emotional or educational reasons through the pastoral care role (support available from Senior Management if required)
- Learning Passports, target setting and assessment data to be kept regularly updated and the findings used to challenge individuals/groups/cohorts
- High expectations for behaviour to be maintained by all staff, for all children using clearly understood and consistently enforced school rules based on mutual respect
- High expectations for progress developed through planning differentiated activities suitable to individual

children and groups.

- Workshops, information and support through consistent and efficient lines of communication between school, parents / carers and external agencies.
- Subject Managers to monitor planning for differentiation, progression, continuity and coverage, ensuring provision of appropriate resources.

## **THE SCHOOL'S EQUALITY OBJECTIVES**

While aiming to improve continuously the implementation of equality related policies and procedures listed above, and ensuring that due regard is taken always of the impact of actions and decisions on the whole school community with particular characteristics, the school has established the following objectives:

- Raise attainment of learners in receipt of Pupil Premium.
- Promote understanding and respect of differences through planned activities.
- To provide families with a range of opportunities to find out how they can support their child's learning.
- To deliver staff training in relation to Mental Health and Pupil Well-being following the pandemic, and support children and families effectively.