

*"Our Vision is to provide the best opportunities to become life-long learners.
Our Christian values, rooted in the Good Samaritan, recognise everyone is loved by God.
Our ethos is to show love and respect - to ourselves, each other and God's creation"*

At St Mary's, we aim to be a community where everyone is treated fairly and with respect. We want everyone to reach their potential, and we recognise that for some pupils, extra support is needed to help them to achieve and be successful. Our vision of the Good Samaritan creates thoughts and actions in our children and adults which foster love, kindness, respect and forgiveness.

We are required to publish equality information as well as equality objectives, which show how we plan to reduce or remove inequalities or disadvantages. This information is reviewed and updated annually.

The Equality Duty supports good education and improves pupil outcomes. It helps us, as a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring it to collate evidence, look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps us to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

The Public Sector Equality Duty covers the nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Public authorities also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. Our school is committed to equality both as an employer and a service-provider and we carry out our day to day work through our embedded values:

1. We try to ensure that everyone is treated fairly and with respect.
2. We want to make sure that our school is a safe, secure and stimulating place for everyone.
3. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all the same.
4. We recognise that for some pupils, extra support is needed to help them to achieve and be successful.
5. We try to make sure that people from different groups are consulted and involved in our decisions, eg through talking to pupils (as part of our ongoing pupil voice), parents/carers, and through our school staff and school council members
6. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

1. Pupils from certain cultural and ethnic backgrounds
2. Pupils who belong to low-income households and pupils known to be eligible for free school meals
3. Pupils who are disabled, or who are in the process of being diagnosed as disabled
4. Pupils who have special educational needs
5. Boys in certain subjects, and girls in certain other subjects.
6. Vulnerable Pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations between people who share a protected characteristic and people who do not share it.

At St Mary's CE(A) First School we have rigorous systems for monitoring standards and challenging any underperformance; our responsibility in this equality duty is scheduled as part of this rigorous process.

There are pupils at our school with different types of Special Educational Needs and Disabilities and these include:

1. *Neurodiverse Conditions - Autism, ADHD.*
2. *Global Learning Difficulties*
3. *Physical Disability - Hearing Impairment/Visual Impairment, Developmental Coordination Difficulties*
4. *Medical Conditions - Diabetes, Cystic Fibrosis*
5. *Asthma*
6. *Speech and Language difficulties*
8. *Specific Learning Difficulties - Dyslexia, Dyscalculia*
9. *Sensory Processing Difficulties*
10. *SEMH Disability*

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

1. We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
2. Where applicable, our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle, they will be edited to reflect this requirement
3. We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels
4. We analyse our data to ensure we act upon any concerns in relation to the vulnerable groups and this is reported termly to Governors
5. We record any racist or homophobic incidents and act upon any concerns and report this to the LA and the Governing Board on a termly basis
6. The Senior Leadership Team of the school is concerned with closely monitoring and supporting all groups to make good progress and narrowing the gaps of certain groups.
7. We give due regard for equality issues in decisions and changes we make.
8. We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had. We ensure that we support both the perpetrator and the victim.
9. We provide training to all staff in relation to dealing with bullying and harassment incidents.
10. We have a Special Educational Needs and Disability (SEND) Information Report that outlines the provision the school makes for pupils with special educational needs and disabilities.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of individuals and groups of pupils.

- We provide good quality training for our staff on inclusion.
- We offer good quality, timely Early Help.
- When required, we gain external advice and support for many different professionals.
- We promote positive links with our parents / carers.
- Specific targeted support is put in place where appropriate.

- We work with the virtual school and participate in ePEPs for CLA (Children Looked After).
- We liaise and work in partnership with several professional organisations.
- There are a wide range of resources tailored to the needs of the individual.
- Our school admissions criteria welcomes all pupils.
- We work with local nurseries ensuring transition into Nursery/Reception is effective and smooth.
- We hold regular meetings with parents and organise workshops to help parents to support their child.
- We hold termly meetings with children with identified needs and their parents/carers, and we provide Learning Passports which reflect the reasonable adjustments, provision and care needed for the child.
- We offer targeted meetings with parents/carers of children that may need emotional support.
- We deliver lessons which focus on examples of inequality and how it can be challenged.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We ensure that the curriculum and resources we use have positive images of disabled people, people from a wide range of backgrounds and cultures and different family types.
- Parents are kept well informed.
- We build effective, positive relationships with parents, school and home working in partnership to support the child.
- We ensure effective inclusion of children with disabilities.
- Pupil voice shows that our children with additional needs are happy in school.

St Mary's CE(A) First School: Public Sector Equality Duty Statement

This information describes how the Governing Board of St Mary's CE(A) First School intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce.

We will have due regard to the need to:

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

We will collect and use equality information to help us to:

- Identify key issues - Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively;
- Assess whether you are discriminating unlawfully when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.
- Assess performance
- Benchmark our performance and processes against those of similar organisations, nationally or locally.
- Consider taking steps to meet the needs of staff who share relevant protected characteristics;
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations;
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality
- Develop equality objectives to meet the specific duties;
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

Publication of Equality Information

We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate, we will publish on our website some information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.

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