St. Mary's C.E. (A) Primary School
Greenfield

Equalities Policy
2024

'We enjoy learning and achieving in a Christian environment'

Introduction

This policy outlines the commitment of the staff and Governors of Greenfield St Mary's C.E. (A) Primary School to ensure that equality of opportunity is available to all members of the school community for our school. This means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include: -

- Pupils
- Teaching Staff
- Support Staff
- Parents/Carers
- Governors
- Multi-agency staff linked to school i.e. AEN services staff, school improvement staff, school attendance service
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community 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 beliefs, sexual orientations, age or any other recognised area of discrimination.

Our Principles and Aims

We are committed to valuing the individuality of all our pupils and to giving all pupils every opportunity to achieve the highest of standards. This is underpinned by SCARF principles of being safe, caring, achieve our best, be respectful and friendly under all circumstances, being the very best we can be in the eyes of God. Within this Christian ethos of achievement:

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Monitoring and Review

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- If you have an equality link governor, insert and amend as applicable, the following:
- The equality link governor is [name]. They will:
- Meet with the designated member of staff for equality every [frequency], and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues
- The headteacher will:
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- If you have a designated member of staff for equality, insert and amend as applicable, the following:
- The designated member of staff for equality will:
- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every [frequency] to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

Eliminating discrimination.

St Mary's is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.
- The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Promoting Equality through the Curriculum

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.
- Following the Jigsaw PSHE scheme.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background at our school. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school should place a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEND policy and Accessibility Plan);
- The school must provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils are to be encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Curriculum

At St Mary's we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within our school is a high priority. We try to ensure that these resources:

- Reflect "the reality of an ethnically, culturally and sexual diverse society;"
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues
- Are equally accessible to all members of the school community consistent with health and safety
- Do not include explicitly and implicitly racist, sexist, homophobic or ageist materials.
- Use of the Jigsaw PSHE scheme.

Advancing equality of opportunity:

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)
- In fulfilling this aspect of the duty, the school will:
- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
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Language

We recognise that it is important for all members of the school community to use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups
- Creates the conditions for all people to develop their self-esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.
- Use first language effectively for learning

Extra-Curricular Provision

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible. We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (e.g. sports coach) by providing them with guidelines drawn from this policy. We try to ensure that all such non staff members who have contact with children adhere to these guidelines and are always DBS checked.

Provision for Bilingual Pupils

At St Mary's we undertake to make appropriate provision for all EAL/bilingual children/groups who enter our school, to ensure access to the whole curriculum and seek advice from the LA, as appropriate. These groups may include:

- Traveller and Gypsy Roma children;
- Those from refugee families;
- Pupils whom English is an additional language;
- Pupils who are new to the United Kingdom.

Personal Development and Pastoral Guidance

- All staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as SEND, Traveller, refugee and asylum seeker pupils;
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race;
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Staff Recruitment and Professional Development

- Posts are advertised formally and open to the widest pool of applicants;
- Those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process;
- Access to opportunities for professional development is open to all staff;
- Equalities policies and practices are covered in staff inductions
- All supply staff are made aware of equalities policies and practices;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).
- The school has a clear, agreed procedure for dealing with incidents such as these, including those taking place on social media platforms.

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. 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. We keep a record of any racist incidents.

Fostering good relationships with Parents/Carers and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the school;
- Drawing on members of the school community including pupils, staff, local community members, parents/carers, local faith groups and local disability groups to support the school with matters related to its equalities duties;
- Encouraging members of the local community to regularly join in school activities e.g. family assemblies, school fair, harvest festival etc; The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE/Jigsaw scheme) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

Responsibility for the Policy

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows

The Governing Body are responsible for ensuring that:

- School publishes its equality information and objectives. Both need to be accessible to parents and your local community, so your school's website may be the best place for them.
- To challenge and approve the equality objectives themselves. This is part of the first core function of governance: ensuring clarity of vision, ethos and strategic direction. You'll need to make sure your school's objectives are in line with its vision and values.
- Know what good objectives look like
- Whichever of the 3 PSED aims they relate to, objectives should be linked to challenges your school leaders have already identified in your school. These could be things like:
- Narrowing gaps in attainment between groups of pupils, for example, girls and boys
- Improving the attendance of pupils from particular groups
- Increasing the participation of particular groups in school activities
- Reducing prejudice-related bullying and the use of derogatory language

- Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities
- Improving the participation and engagement of different groups of parents and communities
- Objectives should also be specific and measurable. They should:
- Reflect achievable improvements
- Be clearly focused and demonstrate measurable outcomes
- Include timeframes to help measure success and progress towards them

The Headteacher and the Senior Leadership Team are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;
- Keeping up to date with equalities legislation by attending relevant training events as appropriate.

We ensure that our commitment to equality permeate the full range of our policies and practices, including:

- Equal opportunities;
- Pupils' progress attainment and assessment;
- Behaviour discipline and exclusions;
- Pupils' personal development and pastoral care;
- Teaching and learning;
- Induction;
- Admissions and attendance;
- The curriculum;
- All subjects;
- Staff recruitment and retention;
- Governor/staff training and professional development;
- Partnerships with parents/carers and communities;
- Visits and visitors.