



Equality Policy And Objectives

Equalities Policy and Objectives for St Mary's C.E. School

Agreed by the Governing Body:	March 2019
--------------------------------------	------------

Date for review:	March 2020
-------------------------	------------

Aim

The School aims to be an inclusive organisation. This policy has been adopted in accordance with the Equality Act 2010.

Statement

The School governors and staff members are committed to ensure equal opportunities for all to prevent all forms of racial, cultural and social discrimination.

We are committed to monitoring and promoting the achievement of all ethnic, cultural and social groups as described later in this policy. The School will monitor incidents and respond quickly and effectively. A record must be kept and incidents reported to the GB termly. Reports on racist incidents are sent to the Local Authority termly.

We will continue to be vigilant in all aspects of school life which may hurt or disadvantage any member of the school community and bullying and harassment will not be tolerated. Racism in all its forms is not acceptable and will be challenged generally as emphasised by the Race Relations (Amendments) Act 2000.

We will work within the provision of the law and do our best to comply with the Standards for Racial Equality in Schools: Learning for All.

Educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, disability, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of pupils within a school.

The protected characteristics outlined in the Equality Act are:

- Age.
- Being or becoming a transsexual person.
- Being married or in a civil partnership.
- Being pregnant or on maternity leave.
- Disability.
- Race, including colour, nationality, and ethnic or national origin.
- Religion, belief or lack of religion/belief.
- Sex.

- Sexual orientation.

In this Policy, the term 'different groups' may include the following:

- Heritage and faith groups, travellers, asylum seekers and refugees.
- Pupils who need support to learn English as an Additional Language (EAL)
- Pupils with Special Educational Needs or Disabilities (SEND).
- Gifted and talented pupils.
- Children 'Looked After' by the local authority.
- Other children, such as sick children, young carers, and those children from families under stress.
- Any pupils who are at risk of disaffection and exclusion.
- ACAS - Conditions automatically treated as a disability include cancer, MS, and HIV (<http://www.acas.org.uk/index.aspx?articleid=5847>)

Under the Equality Act a person is disabled if they have 'a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

However, there are exceptions to this definition. These exceptions include certain medical diagnoses, progressive and life-threatening conditions. A progressive condition is one that gets worse over time, such as muscular dystrophy and motor neurone disease. Employees with a progressive condition can be classed as disabled.

Four Priorities of the School

Guiding Principles

1. Every human being is made in the image of God and is therefore of equal value.
2. Diversity is respected and celebrated:
 - where necessary, adjustments will be made so that barriers to learning are removed.
 - experiences of prejudice will be recognised.
 - the different needs of boys and girls will be accepted and accommodated.
 - social deprivation will not be a barrier to learning.
3. All members of the community will work towards having positive relationships and a shared sense of belonging:
 - take pride in being part of the school.
 - zero tolerance of harassment of any kind.

- mutual respect for each other.

4. Recruitment of staff will not discriminate.

Teaching Materials

- Every opportunity will be taken to promote positive images of all ages, disabilities, genders, family makeup, pregnancy, cultures, races, and creeds in teaching aids and displays.
- Teachers will monitor materials to counteract stereotyping.
- We adopt Valuing all God's Children (Autumn 2017) by the Church of England Education Office in its entirety and stand firmly against homophobic, biphobic or transphobic bullying or harassment.

Teaching and Learning

Teachers have high expectations of achievement and make equal demands on all children through:

- Composition of groups: staff will watch for evidence of exclusion of certain people, taking into account all protected characteristics including pupils' cultural background, linguistic needs and any disability.
- Equality of opportunity in taking a full part in class.
- Differentiation of teaching materials, including taking account of strategies and targets.
- Provision for Gifted and Talented pupils.

Visits and Visitors

- Visits are varied and relevant to all pupils.
- Visitors should be positive role models for pupils.
- Speakers should be briefed on possible equal opportunities issues.

Staff

As professionals, staff and governors should always:

- Treat all pupils and staff with respect as individuals.
- Avoid prejudging groups or individuals.

- Avoid patronising or bullying behaviour, be vigilant to observe instances of discriminatory behaviour between pupils and stop them (follow procedures for dealing with racist and homophobic incidents).
- Observe possible biases in their own behaviour (e.g., expecting different standards from different groups).
- Undergo regular training.

Monitoring and evaluating the progress that each student makes

Using quantitative performance data as well as the school's own data, including qualitative data to address the following issues:

- Are all pupils achieving as much as they can and deriving the maximum benefit, according to individual needs?
- If not, which groups of pupils are not achieving as much as they can? Why not?
- What reasons can the school give for these differences in terms of achievement, teaching and learning and access to curricular opportunities?
- What action can the school take to address these?
- Results of these analyses will be fed back to all staff and governors through various channels including training days, staff meetings, etc. Any resulting issues will become a focus for whole-school development and training.

Identifying pupils who may be missing out, or who are difficult to engage

The SEND team will monitor progress of pupils with special education needs or disability and co-ordinate appropriate training for staff and provision for these pupils.

Checks will be made to see if there is a pattern of absence.

There will be booster programmes for those pupils who have below average attainment in English or Mathematics.

Promote tolerance and understanding in a diverse society

The need to make equality a reality places a responsibility on everyone so that every individual, regardless of age, race, religion, family, or disability, has the same opportunities and respect.

Institutional racism is defined by the Macpherson Report as:

“The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racial stereotyping which disadvantages heritage groups.”

The report went on to say:

“Unwitting racism can arise because of a lack of understanding, ignorance or mistaken beliefs. It can arise from well-intentioned but patronising words or actions. It can arise from unfamiliarity with the behaviour or cultural traditions or families from minority ethnic communities”. (6.17)

In order for that not to be the case, the Governing Body will:

- Value diversity.
- Aim to prevent racism - when it occurs, record incidents, deal with them and monitor future conduct.
- Commit to enabling staff to access Equalities training.
- Monitor exclusions.
- Monitor achievements by ethnicity and gender.

Equalities Statement

St Mary's positively celebrates diversity and inclusion is core to its Christian ethos. The Governing Body recognises that no one should receive less favourable unlawful treatment than another on the grounds of gender, marital or civil partnership status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. It is the Governors' aim that no-one at the School should suffer unlawful direct or indirect discrimination, victimisation or harassment on any of these grounds. The Governing Body is committed to embedding fairness and equality at the heart of the school community, and in all aspects of the school's policies, procedures and practices.

Annex 1

St Mary's Equality Objectives

Objective 1: *Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of language acquisition.*

Why we have chosen this objective: Increase in EAL pupils on school roll.

To achieve this objective we plan to:

- Provide class teachers with a resource pack to support EAL learners.
- Teachers will select pupils to buddy new arrivals.
- Teachers to make early assessment of EAL learners and identify appropriate interventions.

Progress we are making towards this objective:

- Transition for new joiners document created by Learning Mentor.
- Learning Mentor meeting and supporting new EAL families.
- Close analysis of academic and social progress made by EAL pupils.

Objective 2: *Have in place a reasonable adjustment agreement for all pupils with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective: Pupils with hearing impairment and pupil with visual impairment on school roll.

To achieve this objective we plan to:

- SENDCo to liaise with Educational Service for Sensory Impairment (ESSI).
-

Progress we are making towards this objective:

- Visits have been arranged with ESSI to support pupil with hearing impairment and pupil with visual impairment.
- Staff have made adjustments to physical environment and the curriculum to support these pupils.

Objective 3: *Ensure PPG and EHCP/ SEND pupils make good or better progress from their starting points.*

Why we have chosen this objective: We are committed to improving outcomes for our PPG and EHCP/ SEND pupils.

To achieve this objective we plan to:

- Increase the number of PPG and EHCP/ SEND pupils working at the expected standard for their year group.
- Closely monitor the achievement of PPG and EHCP/ SEND pupils.
- Plan and deliver interventions to address gaps in learning as identified through on-going assessment.

- Increase the extracurricular opportunities for our PPG pupils for whom out of school experiences are limited.

Progress we are making towards this objective:

- Deputy Head and SENDCo track PPG interventions.
- PPG and EHCP/ SEND pupils are prioritised during Pupil Progress meetings.
- Mentors set up for PPG children.
- PPG and EHCP/ SEND pupils are prioritised for after school clubs.
- We are providing additional experiences to PPG children outside of the classroom – ‘50 things to do before you are 11 and ¾!’

Objective 4: Pupils are able to demonstrate an increased awareness of diversity and respect for differences.

Why we have chosen this objective: We value and promote diversity and aim to ensure a greater understanding and respect for differences.

To achieve this objective we plan to:

- Identify opportunities in the curriculum to celebrate diversity.
- Use collective worship as an opportunity to celebrate festivals from a range of cultures and countries.

Progress we are making towards this objective:

- Display work promoting diversity on all three sites.
- Autumn diversity project based on a prominent figure.
- Second half of the summer term- Diversity Awareness focus.

Objective 5: To increase the performance of boys in reading and writing across the school so that it is in line with girls

Why we have chosen this objective: We are committed to improving outcomes for all our pupils and to maintaining attainment parity between girls and boys.

To achieve this objective we plan to:

- Closely monitor the progress of boys who are underachieving in reading and writing by scrutinising data and tracking interventions.
- Purchase new resources to promote boys interest in reading.
- Increase and gather the views of boys.
- Ensure the English curriculum is engaging and motivating for boys.

Progress we are making towards this objective:

- Displays promote boys interest in reading.
- We promote a diverse and engaging curriculum across all year groups.
- We are engaging with parents to encourage them to support their children’s progress in reading and writing.
- Identifying groups of boys who will benefit from homework club.
- Promoting positive role models to visit the school to speak about careers.