



Equality Policy And Objectives

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

Agreed by the Governing Body: **March 2025**

Date for review: **March 2026**

Aim

The School aims to be an inclusive organisation. This policy has been adopted in accordance with the Equality Act 2010 which harmonises and replaces previous legislation including Race Relations Act 1976 Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.

The Single Equality Act puts forward the Public Sector Equality Duty that covers all eight of the equality strands as protected characteristics: Age (For schools, age applies to its role as an employer and not to pupils.), Disability, Gender, Gender- identity, Race, Religion or belief, Sexual orientation, and Pregnancy and Maternity.

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 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.

BASIC CHARACTERISTICS OF ST MARY'S CE PRIMARY SCHOOL COMPARED TO NATIONAL AVERAGES

Number of pupils on roll

SCHOOL:

620 as of 24th January 2024

Gender

Male 315 51% / Female 305 49%

Ethnicity

We use 'ethnic minorities' to refer to all ethnic groups except the white British group. Ethnic minorities include white minorities, such as Gypsy, Roma and Irish Traveller groups.

SCHOOL: % of pupils from minority ethnic groups: 46% (51%)

NATIONAL: 35.7% (taken from Schools, pupils and their characteristics – June 2023)

Languages

SCHOOL: 43.7% - EAL

NATIONAL: 20.2% of pupils were recorded as having a first language known or believed to be other than English

SEND

SCHOOL SEND Support: 11.2% / **EHCP:** 2.7%

NATIONAL SEND Support: 17.3% / **EHCP:** 4.3%

PUPIL PREMIUM

SCHOOL: 5%

NATIONAL: 21%

FREE SCHOOL MEALS

SCHOOL: 4.2%

NATIONAL: 24%

School figures from School Management System (Integris) – 24th January 2024

Six 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. All members of the community will promote 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) 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
5. Staff will work with parents to promote knowledge and understanding of different cultures.
6. Recruitment of staff will not discriminate.

Teaching Materials

- Every opportunity will be taken to promote positive images of all ages, disabilities, genders, family make-up, 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.
- Adaptation of teaching materials, including taking account of strategies and targets.
- Provision for more able children.

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).

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 SENCOs will monitor progress of pupils with special educational 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.

SENCOs to liaise closely with the Attendance Champion to monitor and review the attendance of SEN and vulnerable pupils and to intervene where appropriate.

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 - by receiving reports on incidents and how they have been addressed and providing the necessary support and challenge to enable the SLT to handle such incidents going forward.
- 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: *To support the growing number of EAL pupils*

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

To achieve this objective we plan to:

- Provide class teachers with training to support EAL learners.
- Teachers will select pupils to buddy new arrivals.
- Teachers to make early assessment of EAL learners and identify appropriate interventions.
- Class teachers and EAL lead to ensure teachers are supported and consistent in their use of the assessment criteria.
- Interventions and additional resources to be utilised where required

Progress we are making towards this objective:

- Close analysis of academic and social progress made by EAL pupils.
- Coffee morning to welcome new joiners.
- EAL designed competency grids.
- Autumn and summer term assessments for all EAL pupils completed in the autumn and summer term.
- Additional support to be in place for those EAL pupils who are not making expected progress.
- Interventions are reviewed and tracked on Edukey.

Objective 2: *To support SEND pupils*

Why we have chosen this objective: Increase in SEND pupils on SEND register and an increase of some pupils with more complex special educational needs

To achieve this objective we plan to:

- Closely monitor and evaluate SEND provision.
- SENCOs to meet regularly with parents with children with more complex SEN.
- SEND support pupils and EHCP pupils to take part in an adapted survey to harvest their views;
- Pupil audit, pupil questionnaire and analysis of views;
- Improve staff confidence and effectiveness in communicating with parents of pupils with SEND.

Progress we are making towards this objective:

- Improve the resources on the website to signpost parents to SEND support for their children.
- SENCOs to liaise with external professionals to support children with more complex SEN For example, Applied Behaviour Analysis Team.

- SEND and EHCP pupils to take part in an adapted survey annually to harvest their views – Pupil audit, pupil questionnaire and analysis of views.
- SEND parent survey.
- Liaise with Mental Health Support Team (MHST) to prioritise support for children with SEMH needs.
- Parent coffee mornings supported by practitioners from the Emotional Health Service and MHST.

Objective 3: *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: Increase in number of children with medical needs.

To achieve this objective, we plan to:

- SENCOs to liaise with external professionals to support children with more complex SEN and medical needs. For example, physiotherapists, Primary and Community Care Development and Delivery Team, nursing teams.

Progress we are making towards this objective:

- Regular meetings with parents to share health reports
- Funding has been secured to support children with medical needs.
- Staff have made adjustments to physical environment and the curriculum to support these pupils.

Objective 4: *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.
- Value the ways of thinking developed by acquiring cultural capital to support children's personal and social development.
- Timetable events across the year allocating funding and human resources to ensure disadvantaged children access a range of cultural experiences.

Progress we are making towards this objective:

- Deputy Head and SENCO track PPG interventions.
- PPG and EHCP/ SEND pupils are prioritised during Pupil Progress meetings.
- Mentors set up annually for PPG children.
- PPG and EHCP/ SEND pupils are prioritised for after school clubs.
- We provide additional experiences to PPG children outside of the classroom.
- PPG and EHCP/ SEND progress is tracked and reviewed on Edukey.

- Impact of interventions, measured and adapted where necessary to ensure success
- Regular meetings with SEND governor

Objective 5: *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.
- Study famous people from ethnic minorities and with a variety of abilities to celebrate diversity.
- Use collective worship as an opportunity to celebrate festivals from a range of cultures and countries.
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Progress we are making towards this objective:

Display work promoting diversity on all three sites

- Diversity Lead to create an Anti -Racist Policy
- Diversity Lead to invite a small group of parents and governors to form a working party.