



## **EQUALITY POLICY**

### **Edwinstowe St Mary's Primary School & EYFS**

#### **GUIDING PRINCIPLES**

In fulfilling the legal obligations cited below, we are guided by nine principles:

##### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

##### **Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

##### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

##### **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status

- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

**Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- Gay people as well as straight.

**Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

**Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

**Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference. Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

**SCHOOL CONTEXT**

St. Mary's C of E Primary School is situated on the edge of Sherwood Forest in the village of Edwinstowe. It is a smaller than average church aided primary school with a PAN of 15 and 114 full & part time pupils on roll with an even number of girls (51%) and boys. The school does not have a defined catchment area and admits children, according to the admissions criteria from Edwinstowe, Clipstone, Wellow, Ollerton & Mansfield. This former mining area is predominantly populated by families of white, British heritage. Just 2.6% of pupils are from minority ethnic groups and there are no pupils for whom English is a second language. The schools indicator of deprivation is 0.15, compared with 0.23 Nationally. There are an above National average number of pupils with additional needs, who are supported at school action, these are mainly moderate learning needs. Two pupils are at School Action plus stage of the code for SEND. There are a below average number of children taking free school meals or looked after. Attainment is at least satisfactory for all groups, with progress being consistently above National APS at KS1 for past five years and significantly above at KS2 for the past three years. At school action (2011) all pupils attained above National in both maths & English. Any gender differences in attainment are not significant, and with small numbers, these are cohort dependant. In 2011 children made good progress between KS1 and KS2. This was significantly better than pupils Nationally. The school is staffed by five full time and one part time teacher. There are two full time & three part time teaching assistants, who support learning throughout the school. There is one male member of staff. All staff are of white British heritage.

As a Church aided school, all staff support the Christian ethos. Regular attendances at a Church of England or Churches Together are points three and four of the admission criteria although the proportion of applications made on these grounds is very low, typically 14%. (2/15 admitted)

### **MISSION STATEMENT**

The staff, pupils and governors of St Mary's School are committed to ensuring this policy is actively implemented and is focussed on achieving positive outcomes.

We want our school to be

a place where a strong sense of self-worth & community is underpinned by Christian values

a place where the whole child is able to develop in secure & happy environment

a place that offers an excellent & enjoyable curriculum that addresses the needs of each child & opens windows on a world outside their experience

a place where we expect to have personal responsibility for ourselves, our actions & our learning

### **LEGAL FRAMEWORK**

This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality.

Our General Duty is to:

- eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- advance equality of opportunity between those who have a protected characteristic and those who do not
- foster good relations between those who have a protected characteristic and those who do not

Through the practice agreed by this policy we will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons –This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.

- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other person (DDA 2005 S.49A)

How we will meet the General Duty & Specific Duty:

The production of this equality policy provides us with a framework for integrating equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty.

These actions may include some priorities to increase access to the curriculum, the physical environment and the provision of information.

Specific actions for St Mary's Primary School are included within our Equality plan.

### **TEACHING AND LEARNING**

Equality and diversity will be as embedded as far as is possible in all areas of the curriculum and pupils will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender and disability.

Our aim at St Mary's is to provide a broad and rich curriculum that allows pupils to apply and consolidate their literacy, numeracy, ICT and thinking skills. We believe that learning should lead to high standards of achievement and that pupils should feel motivated and inspired by their lessons.

At Foundation Stage the children follow the Early Years Foundation Stage curriculum and children in Years 1 – 6 follow the National Curriculum.

Each curriculum area is kept under review through regular self-evaluation and subsequent school improvement plan. The core subjects of English, maths, science, ICT & RE are allocated to a named member of staff and reviewed annually. The foundation subjects are reviewed on a rolling programme by the whole staff.

Curriculum review encompasses the duties within this policy and the school is committed to ensuring that resource materials reflect both the diversity of the school, local community and wider society as a whole.

Attainment and achievement data on English, maths & science is collected each term and used to inform planning and provision to support individuals and groups of pupils. St Mary's has recently adopted EazMag as a system for recording attainment & teacher assessments. This system enables not only the analysis of cohort data, but also further analysis of specific groups, such as SEND, G&T, FSM, EAL and gender groups. We also recognise the importance of scrutinising assessment materials for cultural bias.

St Mary's also uses a range of other specific assessments for characteristics of ASD (Boxall Profile), dyslexia screening (LUCID) and PIVATS to record the attainment of pupils making progress at "working towards L1".

Our policy for assessment and feedback identifies assessment of learning & assessment for learning as being important in informing planning & provision for individuals and groups of pupils.

### **ETHOS AND ORGANISATION**

Equality and diversity principles are intrinsic in all our day to day practices and are embedded in our policies.

This includes specific areas of practice such as:-

- Admissions, induction and attendance
- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being (linking to anti-bullying and safeguarding)
- Care, guidance and support
- Parental/carer involvement
- Working with the wider community and community cohesion
- Behaviour, discipline and exclusions
- Teaching styles and strategies
- Staff recruitment, retention and professional development
- Inclusion- specifically linked with curriculum and participation by all

## Collective Worship

The school meets together every day for an act of worship. This is an important time together when we reinforce our commitment to each other as a school family. This time of worship has been acknowledged as an established “strength”. We believe that it impacts significantly on the Christian distinctiveness of our school and on the spiritual development of all pupils, irrespective of disability, gender, race, religion, sexual orientation or other reason.

## **ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING**

At St Mary’s we acknowledge our legal obligations to eliminate discrimination and harassment and victimisation, as well as the duty to foster positive relations between groups and individuals. We have adopted the Stephen Lawrence definition of a racist incident to cover all forms of prejudice:-

“A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender’s prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason.”

At St Mary’s we take our obligations seriously and our procedures for dealing with such incidents are clearly outlined. We share this data with the local authority through the online reporting of incidents. Reports indicate information about the number, type and seriousness of such incidents. These are also reported regularly to the governing body. All staff are informed about, and trained to deal with such incidents through staff meetings. St Mary’s has also undertaken to work towards the “Equality Award” which guides our good practice and also highlights where we need to address training within the team and wider community. An audit undertaken through this scheme also informs our equality action plan.

## **ROLES AND RESPONSIBILITIES**

The governing body is responsible for ensuring the school complies with the legislation, and that the policy, the school’s practice and related procedures and any action plans are implemented and regularly reviewed and monitored.

The member of the governing body with particular responsibility for this area of work is Mrs Paula Martin, the chair of governors. The Strategic Development & Pupils committee will take reports on progress and review the policy.

At St Mary’s the Head Teacher is responsible for the overall implementation of the policy on a day to day basis. The Head teacher is also responsible for taking appropriate action in any cases of unlawful discrimination; and for ensuring that **all** staff are aware of their responsibilities under the legislation and that they are given appropriate training and support to meet these responsibilities.

All staff have a responsibility to keep up-to-date with equalities legislation relevant to their work, and must support the ethos of the school through their actions. They should undertake all their work activities mindful of equalities issues, including planning, assessment, and individual support for pupils and groups of pupils. They should demonstrate an awareness of specific individual needs and promote respect for diversity. They should know how to respond to and deal with any prejudice-related incidents which occur.

## **INFORMATION AND RESOURCES**

This policy has been developed by all staff and representatives of the governing body. It is available on our school web site and hard copies are kept in the document rack outside the school office. A précised version is also available for all volunteers and work experience colleagues in their welcome pack.

Through the work that we undertake to gain The Equality Award, the content of the policy will be known by all stake-holders, including governors, staff, parents/carers, and pupils and the opportunities provided for each stake-holder group to actively engage with the development of, implementation of, and monitoring and evaluation of this policy and all related activity.

St Mary's will continue to report on incidents of breach of the Equality Act 2010 in the same way that the school has reported on incidents of bullying or race related bullying in the past. This will be termly, to SD&P committee of the governors, to parents/carers through newsletters, as appropriate & also via a return to the county council.

In fulfilling our duty to report on, and develop objectives for, our specific & general Equality Duties, St Mary's will include information (broken down by protected characteristics) the profile of the pupils on roll; attainment data; attendance data; exclusions data; hate incidents .

### **STAFF DEVELOPMENT AND TRAINING**

Staff across all sections of the community (teaching, support, mid-days, office staff) will have their professional development needs identified through developing work towards The Equality Award. Identification of need will then lead to any professional development required. This will be referenced in our action plan for School Improvement, and monitored, reviewed & evaluated by staff and governors in line with this.

### **BREACHES OF THE POLICY**

Any concerns/complaints about the implementation of the policy or any infringement of it will be dealt with through St Mary's procedure for concerns or complaints. This is available to download from our website or hard copies are in the document rack outside the school office.

### **MONITORING AND EVALUATION**

The impact of the policy will be measured through review of School Improvement Objectives on an annual basis. Qualitative data you will be collected and analysed termly, when considering attainment of pupils within the protected characteristics and any incidents of breach of policy will be recorded and reported to the County Council. Recruitment information will be returned with the monitoring form, to the County Council. Governors will consider staffing annually through the Head Teacher's report to governors. Our equality objectives will be adapted if required (see above for information about the school improvement cycle).