



Single Equality Scheme – Inclusion and Equality Policy

Equality Statement and Objectives

Our school mission values and ethos are central to our school and support this Equality policy

'Our school, our Family, modelled on Christ'

This policy outlines the commitment of the staff, pupils and governors of St Mary's RC 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, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- 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 fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.



St Mary's RC Primary School

At St Mary's RC Primary School, we are committed to:

- promoting equality of opportunity
- eliminating discrimination and harassment
- valuing diversity and promoting positive relationships
- providing an inclusive education which enables all pupils to develop their full potential
- meeting the requirements of the Equality Act 2010.

St Mary's RC Primary School recognises that all members of the school community are unique individuals entitled to equality of opportunity and continuing support. It is a primary school within Lancashire Education Authority. The school is in the town of Haslingden and serves a diverse socio-economic community.

Background to this policy: The Equality Act 2010

The requirements of the Equality Act have been introduced incrementally since October 2010. In April 2011 the general public sector duty came into force and in April 2012 schools had the specific duty to publish information and the specific duty to publish objectives.

The primary purpose of the legislation is to bring together existing equalities legislation. Primarily these are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and three major statutory instruments of recent years protecting discrimination in employment on grounds of religion or belief, sexual orientation and age.

It also builds on the 2006 Equality Act which instigated the Equality and Human Rights Commission. The 2010 Act imposes equality duties in respect of each of the equality strands (now called protected characteristics).

The protected characteristics are:

- Age
- Disability
- Gender re-assignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation



Public authorities are also required to have "due regard" to the need to eliminate discrimination against someone because of their marriage or civil partnership status. The Equality Act has a single equality duty of positively combating inequality.

It brings all existing provisions broadly into line with one another and extends beyond race, gender and disability to now include the characteristics of age, sexual orientation and religion or belief.

The Act also identifies other characteristics such as marital status, pregnancy, having caring responsibilities or maternity. The definition of equality is therefore wider than it has been before.

Additionally, requirements that in the past have been seen as good practice are now legally enforceable. For example, the law now requires that as part of their procurement processes, public bodies should prefer companies that it contracts with to have a positive record on equality matters. There are also implications for the community cohesion agenda.

The existing duty to promote good race relations has been replaced with a generic one to promote good relations. The Equality Act will require all public authorities to take the aspects of interaction, empowerment, personal security and attitudes to others into account. Community cohesion is in sympathy with most, if not all, of the requirements in the legislation and thus there should not be a radical departure in terms of delivery. This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives



Single Equalities Policy

This policy outlines the commitment of the staff, pupils and governors of St Mary's RC 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, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- 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 fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their sex, race, disability, religion or belief, sexual orientation, age, gender re-assignment or any other recognised area of discrimination including pregnancy and maternity.

School in Context

The school is made up of a roughly equal balance of boys and girls though this differs slightly in each cohort of children.

There are a small number of children from different ethnic heritage with the vast majority of pupils from white English-speaking backgrounds, so every effort is made to ensure an inclusive family atmosphere prevails.

The school is easily accessible for parents and governors with physical disabilities, of which there are a very small minority.



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Ethos and atmosphere

At St Mary's we ensure an atmosphere where children are purposefully engaged in learning which promotes excellence, enjoyment, resilience, self-control, cultural understanding, world citizenship and independence.

To promote this, at St Mary's RC Primary School, the leadership of the school community will demonstrate:

- There is an openness of atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities
- mutual respect between all members of the school community

Values and Beliefs

We are an inclusive school where pupils, parents, staff, governors, the local authority and local services work in partnership to meet the needs of the community. We celebrate the positive contribution made by different social, ethnic and linguistic groups.

Our Key Values underpin all that we do:

- Kindness : We actively foster kindness and fairness in our relationships and decisions and encourage pupils and staff to show compassion, to forgive mistakes, and to build a community where reconciliation is possible.
- Courage: We are dedicated to fostering a community grounded in integrity and respect. We encourage every pupil to demonstrate courage and stand firm in what is right, even when faced with difficulties. Through this commitment, we nurture resilience, moral strength, and a shared responsibility to support one another in our pursuit of excellence.
- Humility: We are the guardians of the peace Jesus gave us. We recognise our own strengths and weaknesses and approach others with respect and openness, valuing each person's dignity.



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- Peace: Honesty and a commitment to peace underpin our actions, helping us to build trust and harmony within our school family, locally and globally. These values are not abstract ideals but are actively lived out in our school's daily life, shaping policies, interactions, and are at the heart of our REACH curriculum.

The DfE have recently reinforced the need '*to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.*'

The five key British Values are:

1. Democracy
2. The rule of law
3. Individual liberty
4. Mutual respect
5. Tolerance of those of different faiths and beliefs

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools and we ensure our values support the wider British Values.

Actively promoting the values means everyone challenging opinions or behaviours in school that are contrary to fundamental British values. St Mary's is committed to serving its community.

It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

St Mary's Primary School is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its students.

Our learning is also guided by our 'REACH' ethos for our wider school curriculum – this means we teach our pupils to be Resilient, Enterprising, Aspiring, Citizens of the world and Healthy for life. The aim here is to promote independent learners and we often link these to our school values as they are the key to our happiness and success.



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At St Mary's School, the leadership of the school demonstrates mutual respect between all members of the school community.

- There is an openness of atmosphere which welcomes everyone to the school
- All within the school community are prepared to challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors to the school with friendliness and respect
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

Monitoring and Review

St Mary's is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

To support the monitoring and review process:

- We collect and analyse a range of equality information for our pupils/students:
- We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.
- We ensure that resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.
- School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disabilism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in After School Activities



Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

St Mary's School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors such as:

- Pupil information on bullying, gender and racial incidents is recorded in CPOMS.

Information on incidents relating to adults will be kept by the headteacher or if the case is concerning the headteacher then the deputy headteacher

Other information may be collected regarding:

- Applicants for employment
- Staff profiles
- Governing body profiles
- Training events

All information will be regarded as confidential

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and any action planning is the headteacher.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions



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- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

Developing Best Practice

Learning and Teaching

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:

- Provide equality 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
 - Use materials to promote a positive image of and attitude towards disability and disabled people
 - 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
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- Ensure that the whole curriculum covers issues of equality and diversity;
 - All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
 - Seek to involve all parents in supporting their child's education
 - Provide educational visits and extended learning opportunities that involve all pupil groups
 - 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 and training that support staff development
 - Direct and indirect teaching of British Values.

Learning Environment



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There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. 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.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs including the more-able by carefully assessed and administered programmes of work
- The school provides an environment in which all pupils have equal access to all facilities and resources
- All pupils are 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
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage when appropriate

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
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- There is a rigorous PSHE and SRE curriculum that is carefully adapted to meet the needs of all pupils and that has been developed through working closely with a parent and school council to ensure that the subject content is driven by the needs of our wider school community.



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Resources and Materials:

The provision of good quality resources and materials within St Mary's is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females and transgender people in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language:

We recognise that it is important at St Mary's that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of St Mary's RC Primary School to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports teachers, external providers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils



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We undertake at St Mary's School to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and 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, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- 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. This must include:

- pupils' access to male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment



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- All 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
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential by:

- All parents/carers are encouraged to participate in the full life of the school
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school with matters related to its equalities duties
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

Roles and responsibilities

Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan including:

- The headteacher being responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher having day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff promoting an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community having a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- Taking steps to ensure all visitors to the school adhere to our commitment to equality



Equality Objectives

Objective 1

Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and make sure that any disadvantages they experience are addressed.

Objective 2

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Commissioning and Procurement

Providers to St Mary's RC Primary School are briefed on our commitments and expectations to equality and will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.



The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school.

Publicising the Policy

As this policy is a public document it will be made available to any interested stakeholder and will be publicised on our website and will be available in print form on request at the school office. The policy will also be included as part of the induction pack for new staff or students / apprentices.



Appendix 1 – for information

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

Reporting racist incidents in schools

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Disability

What is a disability?

Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:

- substantial (more than minor or trivial)
- adverse
- long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected)

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause. Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).



Gender

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesophobia and biphobia are also coming into use. Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Transgenderism and gender re-assignment

1. is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.



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