



## **St Mary's C of E (Aided) Primary School, Pulborough**

### **Single Equality Policy**

#### **‘A Christ centred school with a child centred curriculum’**

##### **Introduction**

St Mary's C of E (Aided) Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

Our vision is of a school where all children experience a diverse range of learning opportunities facilitated by enthusiastic staff who recognize and encourage the potential in every learner and who ensure that all children develop into confident, responsible and successful members of their community based on shared Christian values.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following principles:

- We will not discriminate against anyone, be they staff, pupil or parent, on the grounds of marital status, ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide at St Mary's. We recognize that doing this may entail treating some staff, pupils or parents differently to others.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school and we are aware of the requirement to make reasonable adjustments.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some individuals or groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school and we show respect for all minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences and support for each individual's legitimate point of view we aim to promote positive social attitudes and respect for all.

## **Purpose of this Policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimization on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils/staff or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also protected characteristics but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The **Public Sector Equality Duty** or “general duty”

This requires all public organisations including schools to

- **Eliminate unlawful discrimination, harassment and victimization.**
- **Advance equality of opportunity between different groups.**
- **Foster good relations between different groups.**

## **Two “specific duties”**

This requires all public organisations including schools to:-

1. Publish information to show compliance with the Equality Duty by 06.04.12
2. Publish Equality objectives at least every 4 years, which are specific and measureable by 06.04.12

This policy describes how St Mary’s is meeting these statutory duties and is in line with national guidance. It includes information about how we are complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

**Appendix 1** is a checklist of key equality considerations.

**Appendix 2** shows St Mary’s Equality Objectives for 2016-2020

**Appendix 3** shows St Mary’s Accessibility Action Plan for 2016-2020

**Appendix 4** is the Governors’ Statement on the Single Public Sector Equality Duty

## **Links to other policies and documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in the school prospectus, school website and newsletters.

This policy should be read in conjunction with the following documents:

- Accessibility Action Plan (see Appendix 3)
- Anti-bullying Policy
- Anti-radicalisation Policy
- Behaviour Policy
- Equality Action Plan (see Appendix 2)
- Gifted & Talented Policy
- Inclusion Policy
- St Mary’s SEND Local Offer

The Equality Act also applies to schools in their role as employers. 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. Equality policy and practices are covered in all staff inductions. All temporary staff are made aware of the Single Equality Policy and practices at St Mary's.

### **What we are already doing to eliminate discrimination, harassment and victimization**

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils (designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers) and our Inclusion leader works closely with teachers, parents and outside agencies to ensure that all reasonable adjustments are implemented.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities.
- We 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 take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admission arrangements are fair and transparent and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, or gender.
- We take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.
- We modify teaching and learning as appropriate for children with disabilities. For example, allowing additional time to complete activities, providing specialized resources or equipment, offering alternative activities, providing additional supervision or support. Provide a curriculum that reflects the attitudes, values and respect that we have for all minority ethnic groups. For example, teaching children the importance of Diwali to Hindus.
- Through our choice of topics we provide a curriculum that promotes an understanding of diverse cultures.
- Each year we take part in Anti-Bullying week which includes whole school and class-based assemblies, age-appropriate discussions, class activities and poster competitions.
- Each year we take part in Internet Safety Day which raises children's awareness and understanding of how to use the Internet safely, the damaging effects of cyber-bullying and how to report any incidents of cyber-bullying or inappropriate use of the Internet.

## **Behaviour, Exclusions and Attendance**

The school policy on behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

## **Addressing Prejudice and Prejudice-Based Bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality.

- Prejudices around disability and special educational needs.  
The general duty to promote disability equality is owed to all disabled people. This means that we must have due regard to:
  1. Promote equality of opportunity between disabled people and other people.
  2. Eliminate unlawful discrimination
  3. Eliminate disability-related harassment
  4. Promote positive attitudes towards disabled people
  5. Encourage participation by disabled people in public life
- Accessibility (see also Appendix 3)  
There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:
  1. Increase access to the curriculum
  2. Make improvements to the physical environment of the school to increase access
  3. Make written information accessible to pupils in a range of different ways
  4. Ensure that disabled pupils, staff or parents do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.
- Prejudices around race, religion or belief.  
The general duty to promote race equality means that we must have due regard to:
  1. Eliminate unlawful racial discrimination
  2. Promote equality of opportunity
  3. Promote good relations between people of different racial groups
- Prejudices around gender and sexual orientation  
The general duty to promote gender equality means that we must have due regard to:
  1. Eliminate unlawful discrimination and harassment and
  2. Promote equality of opportunity between men and women, girls and boys.

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socioeconomic groups.

We do not tolerate any form of racist behaviour or any other prejudice-related incidents. If any such incident should occur we follow the Local Authority procedures for dealing with racist actions and any other kind of discrimination. A record of any such incidents is kept by the Headteacher and is shared with Governors and the Local Authority on a termly basis.

### **What we are already doing to advance equality of opportunity between different groups.**

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and outside agencies, to identify children who have a disability through our pupil admissions home and pre-school visits.
- We collect data and monitor progress and outcomes of **different groups of pupils\*** and use this data to support school improvement. We take appropriate action to close any gaps in attainment. For example, providing additional support for children who are not making expected progress in the acquisition of age-expected literacy or numeracy skills.
- We collect, analyse and use data in relation to attendance and exclusions of different groups.
- We collect, analyse and use data in relation to attendance at extended school activities/extra-curricular activities such as school trips and after-school clubs.
- We collect, analyse and use data in relation to attendance at Parent Consultation evenings.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievements or that seeks to define their potential as learners, such as 'less able' or 'lower attaining'.
- We use a range of teaching styles and strategies in order to meet the individual needs of all learners.
- We provide additional support for pupils who are at risk of under-achieving.
- We are aware of the potentially damaging impact of negative language in matters such as race, gender, disability or sexuality and constantly reinforce the message that diversity is good and something to celebrate.
- We ensure that our curriculum content and delivery is equally accessible to boys and girls.
- We ensure that pupils of both sexes are encouraged to participate in school life through representation in school events such as class assemblies, School Council, Eco Council and Prefect roles.
- We ensure that pupils of both sexes are given the same opportunities to participate in after-school clubs both within and out of school hours.
- We challenge stereotyping and bullying or harassment of any kind whether this involves pupils, parents or staff.
- We have implemented a four-year Equality Action Plan designed to: ensure equal access for all pupils to a broad and balanced curriculum; ensure equal opportunities for all staff; remove barriers to learning and participation.

- We have implemented a four-year Accessibility Action Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment; improve the availability of accessible information to disabled pupils and parents.

**\*Different groups of pupils include:**

1. Pupils eligible for the Pupil Premium Grant (PPG)
2. Ethnicity
3. English as an Additional Language (EAL)
4. Special Educational Needs and Disabilities (SEND)
5. Looked After Children (CLA)
6. Gypsy, Roma, Traveler children (GRT)
7. Gifted & Talented children (G&T)
8. Gender

**What we are already doing to foster good relations**

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of all pupils.
- We teach about difference and diversity and the impact of stereotyping prejudice and discrimination through PSCE, Religious Education and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, ethnicity and disability avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour.
- Our Mission Statement, **“A Christ-centred school with a child-centred curriculum”** and our Vision, **“A school where all children experience a diverse range of learning opportunities facilitated by enthusiastic staff who recognize and encourage the potential in every learner and who ensure that all children develop into confident, responsible and successful members of their community based on shared Christian values”**, are displayed prominently around the school and children are regularly reminded of them in Assemblies.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and promote positive images of people, places and events from around the world.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences and opinions.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.
- We encourage all parents to attend Parent Consultation evenings and offer different times and days of the week in an attempt to suit everyone.
- We provide a welcoming environment and all pupils, parents and visitors to the school are greeted in a friendly, respectful manner.

- We communicate with parents using a range of media to meet the needs of different groups. For example messages may be sent via the school website, via text messaging or voicemail. Paper copies are also used and staff are aware of those parents who may require some documents to be read to them.
- At the end of each day all teachers lead their classes onto the front playground where they are met by parents. In this way teachers make themselves readily approachable to all parents.
- We carry out an annual staff, pupil and parental survey the results of which are carefully analysed and acted upon.
- We hold regular informal 'tea & chat' meetings to which all parents are invited.
- All parents are encouraged to come into school in a voluntary capacity. They are all welcomed regardless of their age, race, gender, ethnicity or disability.
- We encourage children to take part in community events such as the Pulborough Spring Flower Show, Follow the Star, Billingshurst Annual Garden Competition and Pulborough Harvest Fayre.
- We encourage children to play an active role in the community. For example, children from the school choir go out to sing at local residential care homes and supermarkets.

#### **Other ways in which we address equality issues**

- We keep minutes of meetings where equality issues are discussed, eg. Governors Meetings, Staff meetings, SEND meetings.
- We have regular staff training and INSET days where we revisit our school Mission Statement and share our core purpose and school vision.
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.
- We review and analyse responses from staff surveys, staff meetings and training events.
- We review feedback and analyse responses from the children and groups of children, from the School Council, from Prefects about particular issues and events such as Anti-Bullying week, Safer Internet Day, Splash assemblies.
- We monitor the profile of the Governing body to ensure it reflects all members of the school, the local community and the Diocese.
- We monitor the profile of the staff and when making appointments take all possible steps to avoid unlawful discrimination.

#### **Publicising our Single Equality Policy**

Our Single Equality Policy will be made accessible to all persons within our local and school community in the following ways:

- School website
- School newsletters
- On display in the school entrance
- Staff induction
- School Prospectus
- Staff Handbook

## **Annual Review of Progress**

The Equality Objectives which we identify represent our school's priorities and are the outcome of a careful review and analysis of data and other evidence. They also take into account national and local priorities and issues.

We will review annually the actions we have taken in the development of our Equality Objectives (Appendix 2) and Accessibility Action Plan (Appendix 3). We will evaluate our success in meeting the Public Service Equality Duties by the extent to which we have achieved improved outcomes for the different groups.

We will also revise our Single Equality Policy, Equality Objectives and Accessibility Plan every four years. This is in accordance with the Equality Act 2010.

## **On-going development of our Single Equality Policy**

We will continue to involve people from all aspects of our school community in the on-going development of this Policy and its associated Action Plans. This will include:

- Opportunities for the School Council to discuss equality and diversity issues
- Discussions at staff meetings
- Opportunities for staff training
- Holding school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback, including plays, performances, exhibitions and class assemblies.
- Discussions at Governors' meetings
- Contact with local community groups
- Contact with parents representing a range of protected characteristics

## **Roles and responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act 2010. We will provide training, guidance and information to enable them to do this.

It is the duty of all members of the school to ensure that all pupils, parents and colleagues are treated fairly, equally and with respect. We do not discriminate against any pupil, parent or colleague. All staff have a duty to challenge any incidents of discriminatory behaviour and draw them to the attention of the Headteacher.

The role of Governors:

- The Governing Body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented.
- The Governing Body has set out its commitment to equality in this policy statement (Appendix 4) and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
- The Governing Body sees to ensure that people with protected characteristics are not discriminated against when applying for jobs at our school.



- The Governing Body will take all reasonable steps to ensure that the school environment gives access to people with disabilities. The Governing Body will, in its annual report, make reference to arrangements for disabled pupils.
- The Governing Body will ensure that no child is discriminated against whilst in our school. So, for example, all children will have access to the full range of the curriculum and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

#### The role of the Headteacher

- It is the Headteacher's role to implement the school's single equality policy and she is supported by the Governing Body in so doing.
- It is the Headteacher's role to ensure that all staff are aware of the school's single equality policy and that all staff apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to the single equality policy so that no one is discriminated against in relation to employment, promotion or training opportunities.
- The Headteacher promotes the principle of equality when developing the curriculum and promotes respect for other people in all aspects of school life, for example in collective worship, assemblies and displays around the school.
- The Headteacher treats all incidents of discriminatory language or behaviour with due seriousness.

#### The role of teaching and support staff

- To ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- To challenge any incident of prejudice, discrimination or harassment however minor and to deal fairly and professionally with any such incidents that may occur.
- When selecting classroom material to pay due regard to the sensitivities of all members of the class and do not provide material that is racist, sexist or otherwise discriminatory in nature.
- To plan and deliver learning opportunities that reflect the school's values and ethos and which provide children with positive images in terms of race, gender and disability.
- To maintain the highest expectations of success for all pupils.
- To support different groups of pupils in the class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of learning difficult.
- Keep up to date with equalities legislation relevant to their work.

#### The role of visitors

- All visitors to the school, including parents, are expected to support our commitment to equalities and comply with the duties set out in this policy.

### **Equal Opportunities for Staff**

This section deals with aspects of the Equality Act 2010 relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments, promotions are made on the basis of merit and ability and in compliance with the law.
- We are concerned to ensure, wherever possible, that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.
- We collect and analyse the following information for our staff and governors.
  1. Applications for employment (via LA recruitment forms)
  2. Staff profile
  3. Governing Body profile
  4. Attendance at staff training events
  5. Disciplinary and grievance cases (if any)
  6. Staff performance management summary

### **Monitoring and Review of the Single Equality Policy**

This Policy, together with the Equality Objectives (Appendix 2) and Accessibility Plan (Appendix 3) are written as a four-year plan. However, adjustments may be made to the Single Equality Policy or any of the Appendices at any time in the light of on-going development of the Policy and/or changes in legislation.

**Policy dated: April 2016**

**Annual review of progress to be reported to Governors: April 2017, 2018, 2019, 2020**

**Policy to be reviewed: April 2020**