



Equality and Diversity Policy

Required Review Frequency	Every 3 Years Objectives Every 4 Years
Next Review Due:	May 2024
Committee Responsible:	Curriculum & Standards Committee to review, then FGB approval
Document Location	School

Approved By	Date of Approval	Key Changes
FGB	29/01/2020	Policy reviewed, reference to legislation updated and minor changes to wording on p4.
FGB	May 2024	

Statement/Principles

Under the Equalities Act 2010, the following characteristics are protected.

Age, Gender reassignment, Disability, Race, Religion or belief, Gender, Sexual orientation, Pregnancy / maternity.

The general duty is set out in **Section 149** of the Equality Act 2010. In summary all public bodies and schools must have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not. Schools have a legal requirement to prepare and publish one or more specific and measurable equality objectives which will help them to further the three aims of the Equality Duty.

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our schools should permeate all aspects of school life and is the responsibility of every member of the schools and wider communities. Every member of the school community should feel safe, secure, valued and of equal worth. At St Helen's and St Mary's Primary schools, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Equalities Act 2010).

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is the Executive Head Teacher and Heads of School, and they will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the SEND Governor responsible for this area.
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEND, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Learning and teaching
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;

- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of the school

- At St Helen's and St Mary's Primary Schools, we are aware that those involved in the leadership of the school communities are instrumental in demonstrating mutual respect between all members;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the schools reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, Brave Changemakers, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.

- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The schools counter and challenge all types of discriminatory behaviour, and this is made clear to staff, pupils, parents and governors;
- The schools have a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The schools report to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

St Helen's and St Mary's Primary Schools aim to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that newly arrived pupils from all backgrounds will be made to feel welcome.

Responsibility for the Policy

In our schools, all members of the school communities have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The schools comply with all equalities legislation relevant to the school communities;
- The schools' equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be standalone documents);
- The actions, procedures and strategies related to the policy are implemented;

- The designated SEND Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Executive Head Teacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the schools are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our schools. The main findings from equality impact assessments will be published for the school communities.

Our Equality objectives 2022 – 2026

- To develop wider cultural awareness and celebrate diversity through a rich range of experience, both in and beyond schools
- To identify and challenge all stereotypes and discrimination through the curriculum
- To accelerate progress and narrow the attainment gap for those receiving pupil premium funding in all year groups through high expectations and improving quality first teaching