



# St Mary's CE Equality Policy and Principles

For God shows no

partiality. Romans

2:11

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

## Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates differences within a culture of respect and co-operation. We appreciate that a culture, which promotes equality, will create a positive environment and a shared sense of belonging for all our school community who work, learn and visit our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles, which will guide our approach to working with our school community and enabling an open culture.

## National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## School Context

St Mary's C of E Primary School is a small village school serving pupils nearby villages. The school is situated to the south of York.

## Principles

To fulfil our legal obligations, we are guided by a number of principles:

### All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff 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 and non-religious affiliation or faith background
- Whatever their sexual orientation

- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not English is their first language

### **Legal framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and or maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **Guiding principles**

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

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

- We see all learners, 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) does not necessarily involve treating everyone the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life experience, outlook and background and the kinds of barriers and disadvantages 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 – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

#### **Principle 3: We foster positive attitude 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 and 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, 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
- People of all sexual orientation

**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 wide ranging ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- People of all sexual orientation

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

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 for the Equality Act 2010.

## **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) 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.

### **We recognise and respect difference**

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 and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

### **We observe good equalities practice in relation to staff**

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

### **We base our practices on sound evidence**

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information and objectives can be found in Appendix A to this policy statement.

### **Application of the principles within this policy statement:**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

### **Roles and responsibilities**

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 and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curriculum and lessons
- support pupils in their class who have additional needs

## The Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles.

## **Ethos and organisation**

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

## **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties relating to :

Prejudice around disability and special educational needs.

Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum.

Prejudices reflecting sexism and homophobia

We keep a record of prejudice-related incidents and report termly to the local authority with the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

## **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the principles
- Keep up-to-date with equalities legislation relevant to their work

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.

### **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

### **Monitoring and review**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make necessary adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity, culture, language, religious affiliation, national origin and national status, and gender.

Head Teacher Rich Moss

Chair of Governors Glynis Ashford

Date 3.9.24