

## **Our School Vision**

**Our vision is: “to be a school where every child is valued as a unique individual created in the image of God, where everyone has equal opportunities and where teaching and learning are of a consistent high standard.”**

**Summary of our school vision: ‘Every Child, Every Opportunity, Every Day’**

**We aim to provide the foundation on which children can grow, enabling them to move on to the next stage of their lives, confident that, in the words of St. Paul: “I can do all things through Christ who strengthens me” Philippians 4:13**

## **Introduction**

At St Mary Magdalene CE Primary School, we are fully committed to encouraging equality and diversity among our community and stakeholders - Governors, Staff, Pupils, Parents and Carers. This policy will encourage all stakeholders to challenge inappropriate behaviour and processes in order to ensure equality for all.

As a school we are committed to eliminating discrimination and promoting equality and diversity through policies, practices and procedures.

An understanding of the nine protected characteristics is an essential starting point:

- Disability
- Gender Reassignment
- Marriage or Civil Partnership
- Pregnancy or Maternity
- Race
- Religion or belief
- Sexual orientation
- Sex (gender)
- Age

Actively eliminating discrimination, whether direct or indirect, by ensuring that all staff are aware of the protected characteristics is of paramount importance to our school both as a place of work for adults and as a forum to facilitate change in the minds of our children for their future.

## **1. Aims**

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 2. Legislation and guidance

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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## 3. Roles and responsibilities

### The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Executive headteacher and Head of School

### The equality link governor will:

- Meet with the designated member of staff for equality once a term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

### The Executive Headteacher & Head of School will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

### The designated member of staff for equality will:

- Support the Executive Headteacher & Head of School in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor termly to raise and discuss any issues
- Support the Executive Headteacher & Head of School in identifying any staff training needs, and deliver training as necessary

All school staff including volunteers and students are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September as well as refresher training on unconscious bias. The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils and or staff to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school events and activities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

### **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives

### Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.
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<b>Why we have chosen this objective:</b>
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Success Criteria:	Progress towards this objective

### Objective 2

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.
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<b>Why we have chosen this objective:</b>
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Success Criteria:	Progress towards this objective

### Objective 3

Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 10% to 25% of the teaching workforce.
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<b>Why we have chosen this objective:</b>
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Success Criteria:	Progress towards this objective

#### Objective 4

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.

**Why we have chosen this objective:**

**Success Criteria:**

**Progress towards this objective**

#### Objective 5

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.

**Why we have chosen this objective:**

**Success Criteria:**

**Progress towards this objective**

#### 9. Monitoring arrangements

The Executive Headteacher & Head of School will update the equality information we publish every year.

This document will be reviewed by the Board of Governors every 4 years.

This document will be approved by Board of Governors.

#### 10. Links with other policies

This document links to the following policies:

Accessibility plan

Risk assessment