St. Mary's C. E. Primary School, Rawtenstall

Single Equality Policy

School Mission Statement

Based upon our belief of Jesus Christ as the Son of God and Saviour of the World, we will give all children a positive experience of Christianity and learning, whilst retaining a respect for other faiths.
We will promote the spiritual, moral, cultural, mental and physical development of all pupils, within a caring, loving, stimulating and nurturing environment, which is firmly based upon Christian values.
All children will receive a wealth of high quality educational experiences through the positive involvement of school, home and St. Mary's Church.

Statement of Principles

The policy outlines the commitment of staff, pupils and governors of St Mary's CE Primary School, Rawtenstall 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 tacking 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 Primary school, 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.
This is embedded through our school mission statement which is based upon Christian values of respect and tolerance for everybody. As well as this we ensure all pupils will achieve their full potential academically, personally and socially.

School in context

- **198 pupils on roll**
- 7 classes from Reception to Year 6 – 1 form entry school.
- Socio-economic - A high percentage of pupils come from disadvantaged backgrounds as measured by the English 'Indices of Deprivation' 66% at Grade D and E combined.
- Ethnic heritage – 55% of the school population are from ethnic minority backgrounds including Pakistani, Bangladeshi and Indian heritages. 45% of the school population are White British families.
- Gender balance– St Mary's Primary School is a mixture of 51% boys and 49% girls.
- FSM6 30% & 25 FSM% eligible for Pupil Premium funding. These are both higher than the averages for Lancashire and also nationally. The current Yr2 (29%), Yr3 (37%),Yr4 (32%) and Yr6 (32%) classes are particularly high for FSM eligibility.
- SEND 9.7%, 1.5% of the school have EHC plans which is similar to the Lancashire average of 1.2%
- CLA – 1% of the school population which his above the Lancashire average of 0.6%.

The school currently employs bi-lingual assistants to aid with early language.
There are members of ethnic minority groups on the staff and Governing Body of the school.

St Mary's is a single storey building with no internal steps. A ramp is available in the car park to allow easy access to wheelchair users. Many internal double doors are fitted so as to open both ways. A number of the external doors are wide enough to accommodate a wheelchair and have fob openings.

Ethos and Atmosphere

At St Mary's Primary School the leadership of the school community will demonstrate mutual respect between all members of the school community.
There is an open 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 offensive remarks or suggestions.
All pupils are encouraged to greet visitors with respect and friendliness.
Displays around school are 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.

Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and consultation with:

- **Parents via questionnaires and the school website**
- **School staff**
- **Governing Body, including parent governors**
- **Pupil Council and GIFT team**

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 their potential.

We collect and analyse a range of equality information for our pupils/students. This includes:

- **Use of the LSIP**
- **Health LSIP**
- **ASP and IDSR**
- **Lancashire Tracking tool to monitor and assess pupil achievement**
- **Pupil and parent questionnaires**

We make regular assessments of pupils' learning and use this information to track 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 achieving their full potential. We use this information to adjust future teaching and learning plans, as necessary.
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 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 including different pupil groups**
- **Exclusions**
- **Racism, disability, sexism, homophobia and all other forms of bullying**
- **Parental involvement**
- **Participation in extended learning opportunities**

Our monitoring activities enable us to identify any specific differences in pupil or group performance and provide specific supports 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 Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation.

We always 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 equality information in line with LCC guidelines for employment including race, gender and disability. No issues have arisen from this data analysis. All personal information is treated as confidential and is only accessed by the Headteacher, school bursar or appointed interview panels. All records are stored securely and confidentially.

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 action plan is the Headteacher.

Their role is to:

- **Lead discussions, organise training, update staff in meetings and support discussions.**
- **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 of 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, religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupil's advocacy skills so they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the whole curriculum covers issues of equality and diversity.
- All subject leaders 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 pupils.
- Take account of the performance of all pupils when planning for future learning and setting of challenging targets.
- Make the best use of all available resources to support the learning of all groups of pupils.
- Identify resources and training the support staff development.

Learning Environment

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 pupils.
- Adults in 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 SEND. 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 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 internally and externally, including displays and signage.

Curriculum

At St Mary's Primary School we aim to ensure that:

- **Planning reflects our commitment to equality in all subject areas and cross-curricular themes promote positive attitudes to equality and diversity.**
- **Pupil will have opportunities to explore concepts and issues relating to identity and equality.**
- **Steps are also taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural backgrounds, linguistic needs and learning styles.**
- **All pupils have access to quality teaching and learning experiences which recognise attainment, achievement and promote progression.**

Resources and Materials

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

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

Language

We recognise that it is important at St Mary's Primary School 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 all groups identified in this policy.**
- **Creates the conditions for everyone 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 the 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.

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

Provision for Bi-lingual Pupils

We undertake at St Mary's Primary School to make appropriate provision for all bi-lingual pupils to ensure they access the curriculum. These groups may include:

- **Pupils for whom English is an additional language**
- **Pupils who are new to the UK**
- **Gypsy, Roma and Traveller pupils**
- **Advanced bi-lingual learners**
- **Asylum seekers/ refugees**

We use first language effectively to enhance learning.

Personal Development and Pastoral Guidance

Staff take into account gender, ethnicity, disability, religion or belief, sexual orientation, age or any other area of discrimination and the experience and needs of all groups.

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 a balance of male and female staff at all Key Stages where possible.
- Encourage the career development and aspirations of all school staff.
- 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

All of 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.

- All parents/carers are encouraged to participate in the full life of the school.
- Members of the local community are encouraged to join in school activities.
- The school recognises that it has a role to play in supporting new and settled communities.

Roles and responsibilities

- The Governing Body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- The Headteacher is responsible for the implementation of the policy and ensure that staff are aware of their responsibilities. We will ensure they are given necessary training, support and report progress to the Governing Body.
- The Headteacher has the day to day responsibility for co-ordinating the implementation of this policy.
- All members of the school staff will promote an inclusive and collaborative ethos in school, challenge inappropriate language and behaviour. Staff respond

- appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equality issues.
- All members of the school community have a responsibility to treat each other and the staff with respect, to feel valued and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Commissioning and Procurement

St Mary's Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in tendering processes. We will whenever possible use suppliers and contractors approved and recognised by LCC.

Measurement of the 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 of our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Publicising the policy and plan

This policy will be made available on the school website. The availability of the policy will be made known to parents and other stakeholders through newsletters and reference to the policy in school documents. A paper copy will be made available from the school office upon request.

Annual Review of Progress

St Mary's School will produce an annual report on the progress and performance in respect of this policy. The Headteacher is responsible for the completion of the report which will be made available to the Governing Body at the resources committee meetings.

This policy will be reviewed annually.

The next review date will be September 2021.

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

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

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