



Together we love to learn
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St. Mary's CE Infant School

Equality Strategy and Objectives

St Mary's CE Infant school is committed to inspiring every individual. We embed the Christian value of love across school life because we believe that a person who feels loved, secure and happy can flourish. We encourage everyone to achieve their potential, develop their talents, celebrate their uniqueness, and rejoice in their relationships with others.

"Do everything in love"

1 Corinthians 16:14



The staff and governors of St Mary's School are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.

Staff and governors welcome their general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and their specific duties to publish equality objectives which show how they plan to tackle specific inequalities, and to reduce or remove them.

Staff and governors consult members of the school community from different groups and wherever appropriate involve them in decisions, for example through talking to children, both in the school council and on other occasions, and to parents/carers.

St Mary's staff and governors pride themselves on being a learning community with the children at the heart of all they do, valuing the uniqueness of individuals by both building on and sharing strengths. This is supported by our Christian vision which is underpinned by the key church document, 'Valuing All God's Children'. This document states:

'Church of England schools have at their heart a belief that all children are loved by God, are individual and unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually'.

Staff and governors aim to provide a personalised education which brings out the best in every child and adult and enables all at St Mary's to recognise the importance of life-long learning. Learning is taught enthusiastically through a range of real and creative experiences, considering individual learning styles. St Mary's provides a safe environment, teaching the skills required to build positive relationships with others. Children are taught how to collaborate and work as part of an effective team, how to disagree well and how to forgive so that they grow into confident citizens valued for the contribution they make to society.

St Mary's school is committed to equality both as an employer and a service provider:

- All members of the school community are treated fairly and with respect.
- The school is a safe, secure and stimulating place for everyone.
- No members of the school community will experience harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender, their gender identity or assignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity or orientation.
- Governors consider equality issues in relation to policies, decisions and services.
- The school behaviour policy treats all children fairly.
- All incidents and complaints of bullying and harassment, including cyber bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender assignment, pregnancy or maternity, religion and belief and sexual orientation, are dealt with promptly and effectively.
- The school special educational needs policy outlines the provision the school makes for pupils with special educational needs.
- The school accessibility plan supports all members of the school community to reach their potential through full access to all areas of school life.
- The school admissions policy complies with the admissions code and gives priority to pupils with special educational needs and those in care.
- The school complaints procedure sets out how complaints relating to the school are dealt with.
- The school has adopted and adheres to ODST policies and procedures for addressing staff discipline, conduct and grievances.
- The staff code of conduct makes it clear that discrimination or prejudice of any kind will not be tolerated.
- The Governors have adopted the ODST model equality policy and procedure.



Staff and governors recognise that:

- people have different needs, and understand that treating people equally does not always involve treating them all exactly the same;
- for some children extra support is needed to help them to achieve and to be successful.

Disability

Staff and Governors at St Mary's are committed to working for the equality of people with and without disabilities.

- There are no significant inequalities, including those in relation to attainment and access to learning and facilities
- The relationships between disabled pupils and others is very good.

How equality of opportunity is advanced:

- Disabled learners and staff are supported by meeting their individual needs.
- Staff make reasonable adjustments to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- Disabled learners, their families and disabled staff are involved in any changes and improvements and are consulted on issues affecting them.
- Accessibility planning takes place for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.
- The curriculum supports all pupils in understanding, respecting and valuing difference and diversity.
- Understanding of difference and of disability and special educational needs is promoted through circle times, PSHE and collective worship.
- Prejudice and any incidents of bullying based on disability are dealt with.
- Pupils treat each other with understanding, care and consideration, taking due account of each individual's differences.
- Governors annually review the accessibility action plan to ensure that wherever possible physical barriers to learning are removed.

Ethnicity and race (including EAL learners)

Staff and governors at St Mary's are committed to working for the equality of all ethnic groups.

Summary information:

- There are no significant inequalities affecting different ethnic groups

How equality of opportunity is advanced:

- Attainment and progress of pupils by ethnicity is monitored.
- The curriculum supports all pupils to understand, respect and value ethnic diversity.
- All pupils are given opportunities to learn about the experiences and achievements of different communities and cultures.
- The curriculum is supported by resources that reflect the diverse communities of modern Britain.
- The school is quick to deal with any incidents of bullying or harassment on the basis of race, ethnicity and culture.

Gender

Staff and governors at St Mary's are committed to working for the equality of women and men.

How equality of opportunity is advanced:

- Attainment of pupils is monitored by gender.



- Neither boys nor girls are treated as homogeneous groups.
- Targets are set to improve the attainment and rates of progress of particular groups of boys and girls.
- Barriers to the participation of boys and girls in activities are addressed.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- The school promotes the spiritual, moral, social and cultural development of all pupils through collective worship, PSHE lessons and the general curriculum.
- Any sexist bullying or sexual harassment is dealt with in line with the school policies.
- Children are encouraged to develop an understanding of the experiences of different genders in society and challenge negative stereotypes.
- Positive, non-stereotypical images of women and men, girls and boys are used.

Staff and governors are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex are protected from discrimination and harassment.

Pregnancy and maternity

The Governors have agreed to adopt and adhere to all ODST policies relating to pregnancy and maternity. It is the view of the governors that this protected characteristic is not applicable in relation to the children at St Mary's.

Religion and Belief

Staff and Governors at St Mary's are committed to working for the equality of people.

Summary information

- The school acknowledges the wide range of religious beliefs held by staff, pupils and parents, and complies with reasonable requests relating to religious observance.
- There are good relations between pupils who share a religious faith and others.

How equality of opportunity is advanced:

- Children are supported to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Through collective worship and PSHE lessons the school actively promotes the spiritual, moral, social and cultural development of all pupils.
- The curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- Any prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, will be appropriately challenged

Sexual Orientation

Staff at St Mary's are committed to providing a safe environment for all pupils and tackle any discrimination faced by pupils and staff who are lesbian, gay, transgender or bisexual.

Summary information:

- Children are taught about prejudice-related bullying and the use of inappropriate language through collective worship and PSHE lessons.
- Being part of St Mary's school includes celebrating difference and diversity as a way of developing tolerance, understanding and respect for one another.

How equality of opportunity is advanced:



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- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families.
- The school promotes the spiritual, moral, social and cultural development of all pupils through all aspects of the curriculum and school life.
- Pupils are supported to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, especially through the PSHE curriculum and programmes such as SEAL.
- Opportunities in PSHE are used to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's all right to be different.
- All staff, including lunchtime supervisors and teaching assistants, are trained in how to deal with homophobic language and how to work positively with different families.
- Any discrimination faced by pupils and staff who are lesbian, gay, transgender or bisexual will be dealt with in accordance with school policy

Consultation and Engagement

We aim to engage and consult with pupils, staff, parents and carers, so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

The governing body of St Mary's has agreed the following Equality Objectives for 2019/20:

	Equality Objective	Success Criteria	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics	2019-20 Progress Made in relation to Objectives
1. Teaching and Learning	To further develop 'quality first' teaching to meet the learning needs of all children and support accelerated progress.	Improved quality of teaching in all classes and increased progress of children at risk of under-achievement.	Termly monitoring of quality of teaching and learning, including available teaching resources and deployment of Teaching Assistants.	Advance equality of opportunity	Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓	
	Continue to ensure that all groups of children are enabled to make appropriate and similar rates of progress.	All groups of children will make appropriate and similar rates of progress	Identify focused groups of children Monitor the progress of all children through the school's normal assessment process. Compare the progress of all groups Implement appropriate intervention programmes as required. Termly monitoring of attendance.	Advance equality of opportunity	Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation Age ✓	



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	To support children's developing awareness and understanding of diversity, cultural backgrounds with awareness of stereotyping.	Pupils are aware that they can be courageous advocates and challenge injustices locally, globally and nationally.	<p>Introduction of 'world faith week' to promote understanding and respect of cultural differences and diversity.</p> <p>Increased links with St. Mary's Church to engage in and support global issues and charity projects.</p> <p>Through the curriculum, children to identify causes that they wish to be involved in in order to make a difference.</p>	Advance equality of opportunity	<p>Race ✓</p> <p>Disability ✓</p> <p>Gender ✓</p> <p>Religion or Belief ✓</p> <p>Sexual Orientation ✓</p> <p>Age ✓</p>	
2. Employment and staff	For all recruitment procedures to comply with the Equality Act 2010 and minimise any barriers to teaching related to the protected characteristics.	All governors fully aware of their rights and duties under the Equality Act 2010 and new appointments made in compliance with the Act.	Ensure non-discriminatory recruitment and employment practices by monitoring of recruitment procedures including advertisements, shortlisting and interview procedures.	Eliminate unlawful discrimination	<p>Race ✓</p> <p>Disability ✓</p> <p>Gender ✓</p> <p>Religion or Belief ✓</p> <p>Sexual Orientation ✓</p> <p>Age ✓</p>	



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	Continue to provide equal opportunities for all staff in terms of professional development and training.	That aspirations and training needs identified through the appraisal process are met.	Ensure all members of staff have participated in an appraisal process. Staff members have been given the opportunity to identify personal development points The needs that have been identified are addressed.	Advance equality of opportunity Foster good relations	Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓	
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3. Accessibility	<p>To ensure equality of access to:</p> <ul style="list-style-type: none"> The physical environment The learning environment out-of-school activities including after-school clubs, trips, and visits 	<p>For all children to have the opportunity to progress and achieve well and to be prepared for life in a diverse society.</p>	<p>Annual visit by the health and safety governor to review the site with view to maintaining and improving accessibility.</p> <p>Termly meetings with SEN governor to ensure provision of access to the curriculum by all.</p> <p>Raising staff awareness of disability through training as need arises.</p> <p>Progress review meetings where individual needs are closely monitored and provision is made as necessary.</p>	<p>Advance equality of opportunity</p>	<p>Race ✓</p> <p>Disability ✓</p> <p>Gender ✓</p> <p>Religion or Belief ✓</p> <p>Sexual Orientation ✓</p> <p>Age ✓</p>	
	<p>To provide vulnerable parents with a named key worker.</p>	<p>For vulnerable parents to have support to access information provided by the school to enable them and their children access to all.</p>	<p>Parents needs to be met by key person establishing their needs and providing support as required.</p>	<p>Eliminate unlawful discrimination</p> <p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Race ✓</p> <p>Disability ✓</p> <p>Gender</p> <p>Religion or Belief</p> <p>Sexual Orientation</p> <p>Age</p>	



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	To provide physical aids to access education through SEND framework as required.	For SEND objectives to be fully met in order that all children have access to education.	To work together with external agencies to identify and meet the needs of individual children, as required.	Eliminate unlawful discrimination Advance equality of opportunity	Race Disability ✓ Gender Religion or Belief Sexual Orientation Age	
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