

St Mary's C of E and Madron Daniel C of E Federated Primary Schools

Equality information and Equality Objectives

2022 -2026

1. Introduction

Governors' Mission statement

At An Baya Primary Schools our mission is to educate all children spiritually, intellectually, socially, morally, aesthetically and physically to be able to make a difference by following the example of Jesus in the gospels living out 'life in its fullness.'

The schools' aims are underpinned by equality of opportunity. The schools aim to:

- Educating for Wisdom, Knowledge and Skills by following a broad and balanced curriculum that stimulates a sense of curiosity and excitement about the world whilst developing the full potential of all children.
- Educating for Hope and Aspiration by providing a safe, nurturing and caring environment where all children can take risks, build resilience, flourish and demonstrate courageous advocacy in action.
- Educating for Community and Living well together by building positive relationships with our local, national and international communities and for the schools to be hubs of learning in the community, making a positive difference to children and their families.
- Educating for Dignity and Respect by promoting perseverance, generosity, and courage so that children leave our schools equipped with the character virtues to make a difference

As Church of England Schools, we believe that all people are made in the image of God and are unconditionally loved by God.

- Everyone is equal and we treat each other with dignity and respect.
- Our schools are place where everyone should be able to flourish in a loving and hospitable community.

An Baya Schools recognise that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age. This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce, promoting a culture of dignity and respect for all.

1. Legal Framework

1.1. This policy has due regard to all relevant legislation and statutory guidance

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- [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 objective
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)

1.2. This policy also has due regard for non-statutory guidance, including the following:

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

1.3. This policy operates in conjunction with the following school policies:

- Admissions Policy
- Complaints Procedures Policy
- Equal Opportunities Policy

1.4. The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

1.5. For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.

1.6. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

1.7. Protected characteristics, under the Act, are as follows:

- Age
- Disability

- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

1.8. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

1.9. The responsible body for the school is the governing board, Diocese and LA.

1.10. The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities

1.11. The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities and Dignity at Work Policy.

2. Principles and Aims

2.1 We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

2.2. We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.

Provision at St Mary's

To support this we have appointed a dedicated Inclusion Leader based at St Mary's C of E School, HLTA Polly Taylor who works with pupil and families to ensure that there is full access to education provision and that children and families are support with needs to ensure engagement and full inclusion in our school community.

Provision at Madron

At Madron Inclusion is the responsibility of all and led by Hilary Tyreman. Mrs Tyreman liaises with Ms Taylor at St Mary's to ensure that provision for children and families is the best it can be and the school is fully inclusive.

2.3. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

2.4 The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.

2.5. The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.

2.6. The school will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.

2.7. Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.

2.8. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.

2.9. The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.

2.10. The school will ensure that all staff comply with the appropriate equality legislation and regulations.

2.11. The school's Admissions Policy will not discriminate against any protected characteristic in any way.

2.12. The school will:

- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing board.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.

- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality

3. Roles and responsibilities

The governing board will:

- Ensure that the school complies with the appropriate equality legislation
- and regulations
- 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 Head teacher
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce
- this policy.

3.2. The Headteacher will:

- Implement this policy and its procedures.

- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

3.3 The Inclusion Leader (HLTA) will:

- Champion equality and diversity across the schools.
- Provide signposting and support to staff during class SEN meetings so that they can promote equality and good relations within classrooms.
- Ensure good communication with both schools and their parents if there are any equality issues that the children are facing.

3.4. Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

3.4. Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the class teacher or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

3.5. The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

4. Eliminating Discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals and ensuring that there is no discrimination in our school.

As Church of England schools we believe that all children are loved by God, are individually 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. Our aim is that all may flourish, have an abundant life and be able to live 'Life in its fullness'

Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful
- Always treating all members of the school community fairly
- Developing an understanding of diversity and the benefits it has
- Adopting an inclusive attitude
- Adopting an inclusive curriculum that is accessible to all
- Encouraging compassion and open-mindedness

We are committed to having a balanced and fair curriculum.

We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others and are prepared for life in modern Britain.

Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.

5. Equality Objectives

To achieve this, our Equality objectives are as follows;

- 1. All pupils to have good attendance and the gap between the pupils regarded as 'vulnerable' and their peers reduces.**
- 2. All pupils with SMEH needs are making good progress**
- 3. Year on year reduction in the progress and attainment gap in all subjects at Ks1 and Ks2 between pupils the school regards as 'vulnerable' and their peers**

To support this the schools ensure that the following principles are securely in place:

5.1 Pupil Achievement;

- All pupils are assessed, monitored and tracked through robust monitoring systems.
- Under-achievement is identified and appropriate intervention is applied.
- Attendance improves for children identified as vulnerable in this area.
- All pupils are able to participate in a full range of extra-curricular opportunities.

5.2 Behaviour and Safety

- All pupils respect one another.

- All pupils feel safe and valued.
- Pupils, staff and parents know that misconduct and gross misconduct will be challenged and appropriate action taken.

5.3 Teaching

- All pupils experience at least 'good' lessons.

5.4 Leadership and Management;

- No pupils are disadvantaged academically, socially or emotionally.
- All staff take into account the academic and social needs of all children, especially potentially vulnerable children, in undertaking their duties and responsibilities

6. Collecting and Using Information;

6.1. The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

6.2. The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

6.3. The school will use the information they obtain to analyse any gaps present in their equality documentary, including the Equal Opportunities Policy.

6.4. Any personal data the school collects will be processed in accordance with the Data Protection Policy.

7. Promoting Equality

7.1. In order to meet our objectives, the school has identified the following priorities:

- The school will provide auxiliary aids that are directly related to disabled

pupil's educational needs as a reasonable adjustment, so they can integrate wholly in all parts of school life.

- Staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- The school will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
- There will be differentiated learning approaches designed to meet the abilities and learning styles of all pupils.
- There will be a clearly defined disciplinary system stipulated in the Behavioural Policy, which will be consistently enforced.
- The school will increase access for disabled children and young people to the school curriculum and will take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling them to take as full a part as possible in the activities of the school
- The school will ensure there is adequate access to the physical environment of the school.
- The school will improve the delivery of written information to disabled children and young people.
- The school will seek the views of advisory staff, outside agencies and local schools.
- Throughout the year, the school will plan ongoing events to raise awareness of equality and diversity.

7.2. The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

7.3. Equality objectives will be published at least every four years commencing on the date of the last publication.

7.4. Bullying and prejudice will be carefully monitored and dealt with accordingly.

7.5. Training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

8. Addressing Prejudice related incidents

8.1. The school is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system.

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school community with the utmost severity. When an incident is reported, through our thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

8.2. The school will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.

8.3. If incidents continue to occur, the school will address them immediately and report them to the LA.

9. Appeal Process

9.1. Staff members retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the school's grievance procedure.

9.2. The school will adhere to the Complaints Procedures Policy when following the grievance procedure.

10. Curriculum

10.1. All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

10.2. When planning the curriculum, the school will take every opportunity to promote and advance equality.

10.3. When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.

10.4. The school will ensure that needs of children with SEN are met by having appropriate provision that is 'additional to' or different from'.

10.5. The school will ensure PSHE lessons and assembly times are designed for pupils to develop their knowledge of the world and the importance of equality.

11. Monitoring and Review

11.1. The headteacher will review this policy annually, to ensure that all procedures are up-to-date.

11.2. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

11.3. Any changes made to this policy will be communicated to all members of staff.

Related school policies and plans:

Accessibility Plan

Anti-bullying Policy

Equality Policy
SENDI Policy and Action Plan
School Improvement Plan