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St Mary's

Church of England Primary School

St. Mary's C.E.Primary School

SINGLE EQUALITY POLICY

VISION

For children to be excited about their learning, proud of all their achievements, determined to be the best they can be, aware of the world around them, inspired by gospel values.

MISSION

- Through excellent teaching we will deliver an inspirational curriculum
- We will enable every child to make the very best progress
- We will work in partnership with children and families to further promote confidence and self esteem
- We will prepare children to confidently face the challenges of growing up in the 21st Century
- We will provide children with an understanding of local, national and global communities and faiths.
- With St Mary's Church, Brookside Methodist, and other local churches, we will further develop understanding of gospel values in action through worship and across the curriculum

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e., Race) and Gender.

Through this policy St Mary's C of E School will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors, in addition to visitors to the school.

Legal framework

Diocese of St Albans
London Borough of Barnet



Duties as identified in the Equality Act 2010 and its Schedules.

There are nine equality strands (known as Protected Characteristics):

- **disability;**
- **ethnicity** (including Gypsy and Traveller groups);
- **gender;**
- **gender identity and transgender;**
- **faith, religion and belief;**
- **marriage and civil partnership;**
- **sexual orientation (homophobia);**
- **pregnancy and maternity;**
- **age.**

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. Our school will seek to achieve positive action in respect of the Act.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

We are mindful of the Public Sector Equality Duty which came into force on 5 April 2011. We will monitor, and report upon our Equality Principles to governors annually.

Employment information is gathered and reviewed in line with the Equality Act 2010.

General Duty

1. We strive to achieve a cohesive community and expect that both children and staff have a mutual respect for one another.
2. Our aim is to see that parents feel fully engaged in all aspects of the life of the school and their children's learning. We will endeavour to develop a wider sense of community locally, as well as in the context of the UK and the World communities.
3. We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
4. We aim to encourage children to set the highest achievable goals within the context of a supportive Christian ethos that develops the full range of intellectual, spiritual, physical and emotional skills of the

individual and are communicated and endorsed by the whole school community. This ethos is expressed through our Christian values.

5. We will provide a happy, exciting and stimulating learning environment where all children can develop positive attitudes to learning, an enthusiasm for life and a love of knowledge

6. We will strive to meet each child's spiritual, moral, social and cultural needs.

7. We value cultural diversity and challenge stereotypes.

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. All incidents are logged in accordance with the behaviour policy, and if necessary, reported to the local authority.

Guiding principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by 10 principles:

Principle 1: All learners are of equal value

In keeping with Christian values, we see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled,
- whatever their ethnicity, culture, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same.

Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which 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, thus affirming and embracing the identity of every child.
- gender, so that the different needs and experiences of children and adults of all genders and gender identities are recognised;
- sexual identity.

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging

Policies, procedure and activities promote:

- positive attitudes and actions 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, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents;

- mutual respect and good relations between children and adults of all genders and gender identities and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees equally, for example in appointment 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 of different ethnic, cultural and religious backgrounds;
- children and adults of all genders and gender identities;
- people with different sexual identities.

Principle 6: We consult and involve widely within the school community

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- children and adults of all genders and gender identities;
- people with different sexual identities.

Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudice reflecting sexism or homophobia.

Principle 8: Promoting Equal Opportunities

- Ensuring all school visit providers have accessible premises and take part in activities which can be adjusted for disabled pupils if necessary
- Making reasonable adjustments for all disabled users of the school
- Giving all parents and carers the opportunity to declare a disability or health condition at any time
- Designating a specific member of staff (R. Duschinsky and M. Constantinou) to discuss reasonable adjustments with parents and carers

Principle 9: Eliminating Harassment

- Making sure that all pupils are aware that bullying, name-calling or teasing relating to all 9 equality strands is not acceptable
- Training staff to recognise when harassment and bullying are taking place and to take pre-emptive action and make the appropriate response to any given situation.

Principle 10: Positive Attitudes

Promoting positive attitudes to disability in Personal, Social and Health Education lessons by

- Valuing the contribution of disabled pupils
- Giving all pupils the opportunity to hear and understand the views of their disabled peers
- Promoting positive values to encourage the development of an ethos that will support and promote disability equality
- Seeking to include positive and diverse images of disabled children and adults in school publications
- Displaying posters celebrating diversity and equality for all groups

Arrangements, Roles and Responsibilities

Curriculum

Curriculum information is evaluated by looking specifically at the equality groups recorded in the school data, in addition to the standard analysis Raise Online data conducted by the school and adjustments as appropriate to ensure that equality groups are supported positively.

All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.

When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our Guiding Principles and will:

- ensure equality of access to the curriculum and extra curricular activities for all pupils.
- continue the development of a curriculum which positively reflects the diversity of our society.
- ensure that resources and teaching methods are appropriate to the needs of all students.

The Environment

- To provide a safe, welcoming environment where people have respect and responsibility for themselves and others free from negative stereotypes and racist bullying.
- To present positive images through worship, displays, school publications and resource materials.
- Literature and toys in the classroom that challenge stereotyping.

Staff and Governors

1. 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.
2. Members of the Curriculum and Pupil Welfare committee as well as the full Governing Body have the role of monitoring the implementation of this policy.
3. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
4. A senior member of staff (Equalities Leader – R Duschinsky) has day-to-day responsibility for co-ordinating implementation of this policy.

5. All staff are expected to:

- adhere to this policy;
- promote and model equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
- deal with any prejudice related incidents that may occur;
- plan and deliver curricula and lessons that reflect our Guiding Principles ;
- provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g., attendance, bullying, exclusion;
- attend appropriate training that enables the school to keep up-to-date with equality issues.

6. All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion.

7. All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

Training and Support

In order to maximise the impact of the plan, the Governing Body undertakes to ensure that all staff and governors receive appropriate training.

The Governing Body will review the policy every 3 years, and its' impact annually each year, in the Spring meeting.

Equalities Leader – R. Duschinsky

Policy due to be refreshed by: May 2018

Signed :

Mel Adams
Head teacher :

Jeremy Alford
Chair of Governors
May 2015