

St Mary and All Saints CE Primary School

Head

Hand

Heart

With our heads we learn

With our hands we create

With our hearts we love and care for each other

Equality, Diversity and community Cohesion Policy

Policy Date: Summer 2024 Review Date: Summer 2025

Staff responsible: Mrs J Barnett

Governor responsible: Mrs Tina Massie

Overarching Vision

We are committed to providing an education and environment which offers equality of opportunity and freedom from discrimination, regardless of gender or sexual orientation, racial or ethnic or national origin, disability or special need, religion or culture, attainment or ability or competence in English, age, or place of residence. This applies to everyone involved with the School – pupils, parents, staff, governors, volunteers and the wider community.

Within the context of the school we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

At St Mary & All Saints CE School, we uphold three key Christian Values:

- *Wisdom: Blessed are those who find wisdom, those who gain understanding (Proverbs 3:13)*
- *Creation: This is the day, which the Lord has made. Let us rejoice in it. (Psalm 118:24)*
- *Love: Love each other as I have loved you (John 15:12)*

These values are at the heart of our school and are instilled in our pupils and the wider school community to promote the individuality of all of our pupils.

Definitions

Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief, sexual orientation, age or any other recognised area of discrimination.

Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.

Community cohesion is to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities.

Legal Framework

As a school we welcome our duties under the Equality Act 2010.

The general duties are to:

- eliminate discrimination,
- advance equality of opportunity

- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis.

Current Profile of the School

Total pupils on roll	363
Percentage of girls on roll	56.5%
Percentage of boys on roll	43.5%
Language Code	Description
Arabic	
Arabic (Any Other)	2
Arabic (Iraq)	11
Bengali	1
Chinese	12
English	312
French	1
Gujarati	4
Hungarian	1
Italian	1
Kannada	1
Latvian	2
Panjabi	1
Polish	8
Portuguese	1
Romani (International)	1
Romanian	4
Russian	1
Sinhala	1
Slovak	1

Somali	3
Spanish	1
Tamil	1
Telugu	1
Turkish	1
Ukrainian	3
Urdu	8
Yoruba	0
Number of pupils eligible for Free School Meals	34
Number of pupils with English as a second language	37
Number of pupils with an EHCP	11
Number of pupils with SEN support	40

Development of the Policy

This policy has been developed, and agreed, by school staff and is largely informed by the Church of England's 'Valuing All God's Children', and replaces the school's previous Equalities Policy. The School Improvement Plan reflects our intention to include all equality and diversity groups in the work and life of the school.

Responsibility for the Policy

We believe that it is the responsibility of everyone who is involved with the School-pupils, parents, staff, governors, volunteers and the wider community:

School Community	Responsibility
Governing Body	<ul style="list-style-type: none"> Involving and engaging the whole school community in identifying and understanding equality barriers Setting of objectives to address these Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. Ensuring that staff have access to appropriate training and resources.
Head Teacher	<p>As above including:</p> <ul style="list-style-type: none"> Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all of the school community receives adequate training Ensure that all staff are aware of their responsibility to record report, and respond appropriately to prejudice related incidents.
Senior Leadership Team	<p>To support the above including:</p> <ul style="list-style-type: none"> Ensure fair treatment and access to services and opportunities.

	<ul style="list-style-type: none"> • Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.
Teaching Staff	<ul style="list-style-type: none"> • Help in delivering the right outcomes for pupils. • Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. • Design and deliver an inclusive curriculum- instilling key Christian values. • Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.
Non-Teaching Staff	<ul style="list-style-type: none"> • Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated. • Support colleagues within the school community. • Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.
Parents / Carers	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school community and in informing the headteacher of actions that can be taken to eradicate these.
Pupils	<ul style="list-style-type: none"> • Supporting the school to achieve the commitment made to tackling inequality. • Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated
Members of the local community	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school community and in informing the headteacher of actions that can be taken to eradicate these. • Take an active role in supporting the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

Eliminating discrimination, promoting equality and celebrating diversity

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping.
- Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

- Promote attitudes and values that will challenge discriminatory behaviour;
- Strengthen individual and collective skills to deal with change across time and space
- Provide opportunities for pupils to identify shared interests among members of different social groups and categories.
- Use a range of sensitive teaching strategies when teaching about different cultural traditions.
- Develop pupils' awareness so that they can detect bias and challenge discrimination.
- Ensure that the PSHE curriculum cover issues of equalities, diversity, human rights and inclusion.
- Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate.
- Seek to involve all parents in supporting their child's education.
- Provide educational visits and extra-curricular activities that reflect all pupil groupings.
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- Make best use of all available resources to support the learning of all groups of pupils.
- Increase achievement of all pupils in all subjects.
- Reduce direct, indirect and institutional discrimination.
- Reduce group segregation, disproportion and under/over representation.
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families.
- Facilitate balance between leadership and teamwork among pupils, staff, teachers and governors
- Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups.
- Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.

Personal development and pastoral guidance

- All staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils.
- Remove unlawful distinctions, exclusions, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities and services.
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- All pupils develop communication, delegation, motivation and supervision skills, particularly those who come from vulnerable, excluded or deprived backgrounds.

Curriculum

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles.
- Provide reasonable means for children, young people their friends and families to have meaningful and continuous interaction with people from different backgrounds, lifestyles and identities.
- Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups.
- Challenge perceptions among majority groups about special treatment of minority groups.
- Challenge cultural, geographical or generational boundaries of the “community”.
- Utilise food, arts, sports and PE as a means to foster participation, engagement, empowerment and consultation.
- Utilise case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries.
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families.
- Facilitate meaningful and continuous interaction between people from all walks of life.
- Increase awareness about rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality.
- Remove barriers to access, participation, progression, attainment and achievement.
- Emphasise multiple dimensions of equality (opportunities, access, treatment, participation and outcome).

Staff recruitment and professional development

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff induction (evidence – see staff induction pack).
- All supply staff are made aware of equalities policies and practices.
- Facilitate training for staff, teachers, governors and head teachers on community cohesion.
- Reduce direct, indirect and institutional discrimination with regards to staff recruitment, training and retention.
- Workforce at all levels reflects local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation

Partnerships with parents/ carers and communities

- All parents/carers are encouraged to participate at all levels in the full life of the school.

- We will, as a school, establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities.
- Members of the local community join in school activities e.g. school fair, International week, Eid celebrations, harvest festival etc.
- The school has a role to play in supporting new and settled communities.
- Establish links with community groups and organisations to share good practice and grassroots knowledge.
- Emphasise equal contribution to society of members from different backgrounds with various lifestyles and identities.
- Increase awareness amongst pupils, parents, carers and families about social services at county, district, parish and neighbourhood level.
- Involve community members in activities that reflect similarities across heterogeneous groups and differences within homogeneous groups.
- Foster positive relationships between and within groups of pupils, workers, staff, parents, carers and families.
- Facilitate meaningful and continuous interaction between and within members of different groups.
- Establish and strengthen effective approaches to monitor, evaluate, manage and prevent conflict.

Impact Assessments and how this policy relates to other school policies

We ensure that the commitments embodied in our mission statement for equality apply to the full range of our policies and practices, especially those concerned with:

- Equal opportunities
- Pupils' progress attainment and assessment
- Behaviour, discipline and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Induction
- Admissions and attendance
- The curriculum
- All subjects
- Teaching and learning
- Staff recruitment and retention
- Governor /staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors

Disseminating the Policy

We ensure that this policy is available to all staff and governors, parents and carers; and its principles and key themes are understood and demonstrated by all members of our school community. This policy and our current equality objectives are all available on our school website.

Breaches of the Policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

Monitoring and Reviewing

We have a rolling programme for reviewing our school policies. Policies are reviewed by the Senior Leadership team. When policies are reviewed in future, governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific attention to the impact that our policies have on the attainment of pupils from different groups.