

Original Date Written	Latest Date Reviewed	Date Adopted	Date for Review
September 2016	September 2023	September 2023	October 2025

Marlborough St Mary's CE Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

Single Equalities Policy

Together we believe, learn and achieve

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Introduction

Our **Vision** is of an inclusive, happy and successful school at the heart of the local community. Together, our families and staff help our children to become confident, independent learners that care for themselves, each other and the environment around them. Be brilliant, be bold, be kind and ... **'Together we will believe, learn and achieve'**

Our **Vision** draws inspiration from the story of Jesus and the Fishermen which is found in the New Testament Luke 5:1-11 Matthew 4:18 –22

Theological underpinning: The disciples believed in Jesus and left everything to go with him and learn to follow his path. Together they achieved great things, as the message of the good news of the Kingdom of God is still told over 2000 years later.

Christian Values: **Respect, Friendship, Courage, Perseverance, Fairness and Love.**

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to disability, ethnicity, sex (gender), religion/belief, sexual orientation, gender identity (and as relevant, pregnancy/ maternity, and in relation to employment; age and marriage/civil partnership).
2. We recognise and act on all opportunities to promote community cohesion.
3. We recognise that these duties and intentions reflect international human rights standards as expressed in 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.

Guiding principles

4. In fulfilling the legal obligations and our intentions cited above, we are guided by the following principles:

Principle 1: All learners are of equal value.

We know all learners and potential learners, and their parents and carers, are of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their sex (gender)
- whatever their gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must take account of differences of life-experience, outlook and background, and in the kinds of prejudice that people may face, in relation to:

- Disability, so that reasonable adjustments are made to benefit the learner's needs.
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised and children are educated in order to celebrate and understand their own and other children's cultures.
- Sex (gender), so that the different needs and experiences of all people are recognised.
- Religion, belief or faith background
- Sexual orientation
- Gender identity

- (and as relevant, pregnancy/maternity, and in relation to employment; age and marriage/civil partnership).

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

Our policies, procedures and activities should promote:

- Positive attitudes 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.
- Educate children on how to be an ally to people who are experiencing discrimination.
- Promote mutual respect and good relations between boys and girls, and women and men and an absence of sexual, homophobic, and gender identity-based harassment

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

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment 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 sex (gender) and sexual orientation
- whatever their gender identity

(and as relevant, in respect of pregnancy/maternity, age and marriage/civil partnership).

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 in relation to:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- sexual orientation
- gender identity

(and as relevant, in respect of pregnancy/maternity, and in relation to employment; age and marriage/civil partnership).

We will utilise opportunities to improve our curriculum and environment, where relevant, and continually evaluate and adapt our planning to promote acceptance and understanding of all people.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. As appropriate, we consult and involve groups and individuals in relation to:

- disability
- religion/belief
- sexual orientation
- sex (gender)
- gender identity
- ethnicity

We will do this by utilising outside agency to support our development of education resources for children and staff.

Principle 7: Society as a whole should benefit

All of our policies and educational activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of all groups and individuals in relation to:

- disability
- religion/belief
- sexual orientation
- sex (gender)
- gender identity
- ethnicity
- age

Principle 8: We base our practices on sound evidence and information

We maintain quantitative and qualitative information about our progress towards greater equality based on data collected from enrolment, assessment and events.

Principle 9: Objectives

We formulate and publish **at least every four years**, specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- religion/belief
- sexual orientation
- sex (gender)
- gender identity
- ethnicity

The objectives which we identify take into account national and local priorities and issues, as appropriate.

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.

6. We revisit our equality objective annually within the framework of the overall school improvement plan and processes of self-evaluation and report annually on progress to Governors.

The curriculum

7. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the relevant principles set out in paragraph 4 above.

We have a diverse range of visitors in to talk to the children and educate them on the different lived experiences of others. E.g. Show Racism the Red Card, a charity who host educational lessons for children and staff on inequality and racism and how to be an ally to minority groups.

We have diversified our library and reading choices to include more authors of different ethnicities as well as ensuring there are diverse representations of book characters so that all children can see themselves represented in their school. This includes books about sexual orientation, gender identity, disability, race, religion and gender.

Ethos and organisation

8. We ensure the relevant principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance

- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

Addressing prejudice and prejudice-related bullying

9. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudice around disability and special educational needs
- prejudice around racism and xenophobia, including that directed towards 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 and homophobia
- prejudice against gender identity

10. There is guidance in the behaviour and anti-bullying policies on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

11. We record and report incidents of racism within school on CPOMS to keep a detailed log. We also keep a log of all other prejudice-related incidents, and seek the support of the Local Authority in addressing these incidents, and in providing support and suggesting resources to raise awareness and combat prejudice. With these incidents logged, we are able to pinpoint where there are prejudices and misconceptions and help to prevent this by adding and adapting our curriculum to meet our learners' needs and build their understanding of all people.

Roles and responsibilities

12. 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.

13. 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.

14. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

15. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the relevant principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

16. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

17. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail. These resources include: policies, action plans and yearly meetings to discuss progress of the actions as well as data and statistics from summative assessments.

Religious observance

18. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

19. We ensure that all staff, including support and administrative staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

21. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

22. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

22. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Features of this policy:

The policy contains the following features.

- The term ethnicity is used in preference to race or racial group, on the grounds that it better reflects the intentions and concerns of race relations legislation
- There are references where appropriate to religious affiliation and identity
- There are references where appropriate to sexual identity and to challenging homophobia
- The promotion of community cohesion is integrated into the policy, particularly but not only in the third of the **nine principles**.
- The phrasing at certain points reflects the specific duties required by the Equality Act 2010, in particular the duties to:
 - **engage with interested groups and individuals (principle 6)**
 - **publish equality information (principle 8)**
 - **formulate and publish equality objectives (principle 9)**

Please also refer to the Marlborough St Mary's Equality information and Objective.

Policy produced by Wiltshire LA Ethnic Minority Achievement Service and adapted by the EAD lead.