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St Mary's

Church of England Primary School

Single Equalities Policy 2021

VISION

Inspired by Christian values, at St. Mary's we are **EXCITED** about our learning, **PROUD** of our achievements, **DETERMINED** to be the best we can be and **CARING** for all of God's creation.

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

Safeguarding Statement of Intent

St Mary's Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm to their mental or physical health or development. This is the responsibility of every adult employed by or invited to deliver services at to the school. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. St Mary's Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people through rigorous application of Safer Recruitment processes. All applications for staff positions in the school are thoroughly vetted in accordance with policy. DBS checks are undertaken for all staff and for volunteers who work on a regular basis in school.

Approved by:		Date:	
Last reviewed on:			
Next review due by:			

This policy outlines the commitment of the staff, pupils and governors of St. Mary's Primary School to ensure that equality of opportunity is available to all members of the School community. For our School this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in School, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- The Governing Body
- Multi-agency staff linked to School
- Visitors to school
- Students on placement
- Volunteers

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community.

Every member of the school community should feel safe, secure, valued and of equal worth.

Every member of the school community should be treated with dignity and respect.

At St. Mary's Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, race, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Ethos:

- St. Mary's Primary is a highly inclusive school, with a genuine commitment to valuing each child as a child of God.
- The curriculum and school ethos serves to enhance the self-esteem of all pupils and to provide a learning environment in which each individual is encouraged to be the best they can be.
- At St. Mary's Primary School, we demonstrate mutual respect between all members of the school community.
- Our school vision and Golden Rules are the bedrock of 'how to be'. Christian values are taught and embedded into our expectations of pupils and staff. The language of our vision is frequently applied to celebrate determination, pride, caring, excitement and inspiration.
- There is an openness of atmosphere which welcomes everyone to school.
- All within our school community aim to challenge any type of discriminatory and/or bullying behaviour, including unwanted attention (verbal, non-verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet visitors to school with friendliness and respect.
- The displays around school are of a high quality and celebrate diversity.

We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination, sexual harassment and discrimination and we promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

Principles

The Public Sector Equality Duty 2011 has 3 main aims:

1. Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. We want to provide an environment which is free from unlawful discrimination, harassment or victimization of any kind. We want to educate our pupils in an environment which recognizes, celebrates and draws upon the diversity of Barnet and offers equal respect, appropriate support and fair rewards for all our pupils.

At our school, equality is a key principle for treating all people the same. The Equality Act defines eight 'Protected Characteristics':

1. Age
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race
6. Religion and belief
7. Gender
8. Sexual orientation

The Equality Act makes it illegal to discriminate against a person with a disability for a reason related to their disability. It is also illegal to have rules, policies or practices which apply to everyone but which may disadvantage people with disabilities. Our school is required to make *reasonable adjustments* to allow children with disabilities to fully take part in the activities. These requirements are derived from the Disability Discrimination Act-

Less favourable treatment– children with disabilities are entitled not to be treated less favourably than non-disabled children for a reason relating to their disability, without reasonable justification.

Reasonable adjustments– children with disabilities are entitled to have reasonable adjustments made with respect to admission arrangements or in provision of education and associated services, to prevent them being placed at a substantial disadvantage, unless the refusal to make those adjustments can be justified.

Monitoring and review

Equality is identified as an area requiring careful and ongoing monitoring and due regard is given to the promotion of all aspects of equality. The Headteachers are responsible for:

- Leading discussions, arranging training, keeping staff updated in designated staff meetings which will include support to discuss qualities within the community
- Working closely with the governing body
- Supporting positively the evaluation activities that moderate the impact and success of the 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 reference to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of individual pupils to ensure that everyone is making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Interventions and resources are available to support groups or individual pupils where information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. Our small cohort numbers do make this data unreliable as our statistics can vary considerably year on year.

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:

- provide equality of access for all pupils and prepare them for life in a diverse society.
- use materials that reflect the diversity of society, without stereotyping.
- use materials to promote a positive image of and attitude towards disability.
- promote attitudes and values that will challenge discriminatory behaviour.
- provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- ensure that the whole curriculum covers issues of equality and diversity.
- seek to involve all parents in supporting their child's education.
- 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.
- Identify future resources and training that will support continuous professional development for staff and enrich learning.

The school uses PSHE Curriculum Resource 'Jigsaw' to enhance messages about equality, self-esteem and diversity. The scheme is broken down into the following themes across the year:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise and ensure that:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including higher attaining pupils by carefully assessed and administered programmes of learning (see SEND policy)
- The school provides an environment in which all pupils have equal access to all facilities and resources (see Accessibility Policy and Plan);
- All pupils are encouraged to be actively involved in their own learning;
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Language

We recognise that it is important that at our school that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self-esteem;

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

The school has a clear, agreed procedure for dealing with incidents such as these.

Partnerships with Parents

We aim to work in partnership with parents to help all pupils to achieve their potential.

We wish to affirm our continuing commitment to each other to all diverse groups within our immediate community and beyond. We do this by aspiring to ensure that all parents/carers being encouraged and supported to participate at all levels in the full life of the school.

Roles and responsibilities

- The Governing Body will ensure that School complies with statutory requirements in respect of this policy and any associated action plans e.g. for accessibility.
- The Headteachers are responsible for the implementation and co-ordination of this policy, and will ensure that staff are aware of their responsibilities; that they are given necessary training and support.
- Our staff will promote an inclusive and collaborative ethos in School, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equality issues.
- All members of the School community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to School adhere to our commitment to equality.

School Contracts

School will endeavour to ensure that we buy services from organisations which comply with equality legislation. This will be a significant factor in any tendering process.

Linked Policies and Documents

- SEND and Inclusion Policy
- Medical Needs Policy
- Accessibility Policy and Plan
- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Statement

Date for review: