



Be the best I can
in the love of Christ

Single Equality Scheme

At St. Mary's School we aim to:

- Create a caring Christian community in which everyone is valued and able to learn and grow together;
- Inspire all our children to develop enquiring minds and a lifelong love of learning;
- Release potential through a broad and creative curriculum;
- Sustain an environment in which independence, respect and resilience will flourish;
- Nurture strong relationships between home, school, church and the wider community;
- Empower the children to become responsible local, national and global citizens.

"Be the best I can in the love of Christ"

The best interests of the child must be a top priority in all decisions and actions that affect children.

Our individual policies for race equality, disability equality scheme (including accessibility plan), gender equality, and equal opportunity policy have been incorporated into one overarching Single Equality Scheme. It contains a plan of action and specific objectives to promote equality, diversity, inclusion and community cohesion.

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1. Aims of this policy

Our mission statement “Be the best I can in the love of Christ” underpins our belief that we should all live expressing love, care and compassion for all members of our community. At St. Mary’s CE School we endeavour to foster attitudes, values and relationships which promote an understanding of and respect for each other. We are committed to demonstrating equality and inclusion for all individuals irrespective of our differences or beliefs.

This Single Equality Scheme provides a coherent framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way. We have identified a set of priorities to enhance inclusion and community cohesion for the whole school community which are linked to our annual school improvement plan.

2. Equality Duty

Previously public bodies were bound by three sets of duties to promote disability, race and gender equality. In April 2011 these were replaced by a single public sector equality duty (known as the PSED or the Equality Duty).

This new duty extends to all the aspects of a person’s identity – known as ‘protected characteristics’ – that are protected under the Equality Act 2010. It is unlawful for a

school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

(The protected characteristic of 'Age' applies to schools as employers, but not with regard to the treatment of pupils or prospective pupils.)

The equality duty has two main parts: the 'general' equality duty and 'specific duties'.

A. General Equality Duty

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have '**due regard**' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it. This means removing or minimising disadvantages; taking steps to meet different needs and encouraging participation when it is disproportionately low.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

For a school, having 'due regard' means:

- When making a decision or taking an action a school must assess whether it may have implications for people with particular protected characteristics.
- It should consider equality implications before and at the time that it develops policy and takes decisions; not as an afterthought, and it needs to keep them under review.
- It should consciously consider each aspect of the duty (having due regard to the need to eliminate discrimination is not the same thing as having due regard to the need to advance equality of opportunity).
- It should assess the risk and extent of any adverse impact that might result from a policy or decision and the ways in which the risk may be eliminated before the adoption of a proposed policy.
- The equality duty has to be integrated into the carrying out of a school's functions.

B. Specific Duties

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

1. To publish information to demonstrate how they are complying with the equality duty. (St. Mary's CE School will not publish any information that can specifically identify any child or employee of the school).
2. To prepare and publish one or more specific and measurable equality objective.

3. Principles

In fulfilling the legal obligations referred to above, we are guided by the following principles:

1. All learners and potential learners are of equal value regardless of race, gender, disability or other characteristics.
2. We must recognise and respect diversity. Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities are not discriminative, but show differentiation, as appropriate, to take account of differences of life-experience.
3. We must foster positive attitudes, relationships and demonstrate a shared sense of cohesion and belonging. We do this in many ways including through the links with St. Mary's church and other 'Churches Together'; aid and sharing of cultures between foreign schools and supporting local charities.
4. Our staff policies and procedures have been reviewed to ensure that they apply fairly to all employees and/or potential employees.
5. We must recognise and remove inequalities and barriers that already exist.
6. We aim to ensure that all pupils and staff are encouraged and able to achieve to their full potential through differentiation in our Curriculum.
7. We show respect and value differences between people.

4. Context

St. Mary's C.E. Primary School is a 210 place school for children aged 4-11 years. The school has seven classes catering for pupils in single year groups from Reception to Year 6. They are organised as mixed ability classes. Most pupils are of White British heritage. The proportion of pupils eligible for free school meals and pupil premium is minimal. The percentage of pupils from different ethnic backgrounds and those learning English as an additional language remains low. A small proportion of the staff and pupils in the school community have a special educational need and/or disability.

5. General Duty – protected characteristics

Racial equality

At St. Mary's CE School we acknowledge that racism exists in society. We endeavour to promote good relations between different racial groups within the school and the

wider community through our focus on Christian values. We organise an annual themed weeks which actively promote tolerance and respect but more importantly this is promoted through the daily "living" of Christian values. The school has clear procedures in place to ensure that all staff members effectively deal with any form of bullying and harassment promptly, firmly and consistently. This is outlined in our Behaviour Policy. Any incidents of bullying are reported to the Governing Body through the Head Teacher's report at Full Governing Body meetings. Members of staff are trained to deal with bullying, racist incidents, racial harassment and prejudice. We follow the Local Authority Procedure in dealing with racist actions.

Disability

The general duty to promote disability equality is owed to all disabled people this means that due regard must be given to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled peoples' disabilities, even where it involves treating disabled people more favourably than other people.

The Equality Act 2010 defines disability as when a person has a '*physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.*'

Further information relating to the definition of disability can be found at the following website.

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

Auxiliary Aids and Services for pupils with a disability

From 1 September 2012 the reasonable adjustments duty for schools and education authorities includes a duty to provide auxiliary aids and services for disabled pupils. The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services which the school provides for pupils.

At St. Mary's CE School we are pro-active in ensuring our pupils have access to all strands of school life. We will collaborate with outside agencies for advice on accessing further resources/services that benefit any of our pupils or staff with disabilities to ensure that they are not substantially disadvantaged in comparison to a child or adult without a disability.

St. Mary's CE School staff ensure that members of the school community are treated fairly through our arrangements for:

- maintenance of a positive and inclusive school ethos, whole school philosophy, character and Christian values as celebrated by our weekly prayer focus and termly theme;
- learners' progress, attainment and assessment. Achievable targets agreed and shared between pupil, teacher and parent;
- learners' personal development, welfare and well-being contained within the PHSE curriculum policy;
- teaching styles and strategies – differentiation to include learners with differing needs to partake actively in the curriculum;
- admissions and attendance – see policies;
- staff recruitment, retention and professional development – outlined in policy.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means strategic planning must take place over time to:

- increase access to the curriculum;
- make improvements to the physical environment of the school to increase access;
- make written information accessible to pupils in a range of different ways.

We must ensure that disabled pupils do not receive less favourable treatment and therefore, the school has a duty to make reasonable adjustments with regards to accessing the environment and curriculum.

- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community.

The school has a policy that details further information pertaining to Special Educational Needs and Disability (SEND) provision within the school. St. Mary's CE School welcomes pupils regardless of their ability/disability. Teachers and support staff ensure that access to the curriculum is to an appropriate extent to assist in reaching individual targets and potential. Individual Health Care Plans set out priorities (behaviour, subject etc.) and advice is sought from outside agencies to support pupils with specific needs. The school has a policy for the administration of medicines. The school formulates medical protocols for pupils with particular medical needs in liaison with their individual GP's. These protocols detail how the pupils will be included and supported within the school, and when attending school visits.

Gender

The general duty to promote gender equality means that we must have due regard to

- eliminating unlawful discrimination and harassment.
- promoting equal opportunities between men and women.

We closely monitor the attainment and progress of pupils regardless of their gender each term through data monitoring. Our Recruitment and Selection policy underlines the process for a fair procedure. The Curriculum consists of a large variety of non-gender specific topics with activities that are inclusive to all children.

Sexual Orientation

It is recognised that bullying and harassment can happen in primary schools because of the sexual orientation of a pupil, pupil's relative(s) or staff member. St. Mary's CE School will not tolerate any form of bullying or harassment involving sexual orientation (including gender reassignment) and will show sensitivity to the needs of all pupils, staff members and the school community.

Religious observance

The school acknowledges the multi-faith nature of British society. We acknowledge and respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice as detailed in the Attendance Policy.

Age, Pregnancy and maternity

In relation to employees, St. Mary's CE School adheres to the West Sussex Local Authority policies on pregnancy and maternity arrangements.

6. Specific Duty

We publish information showing we are complying with the Equality Act through letters to parents, newsletters, other policies, school prospectus, minutes of Governing Body meetings and website information.

The current St. Mary's CE School Equality Objectives are displayed on the school website or a paper copy (or in another form) can be requested from the School Office,

The progress regarding these Equality Objectives will be reported annually and the objectives reviewed every 3/4 years in relation to any changes in our school profile.

7. Roles and Responsibilities

Promoting equality within the St. Mary's CE School community is every individual's responsibility by showing respect to others and through the following actions:
Governing Body

- Complying with the Equality Act 2010 by informing the whole school community of the scope of the act, ensuring it is implemented.
- Demonstrating non-discriminatory practice during recruitment and selection process.
- Setting equality objectives to promote equality and inclusion for all.
- Assessing and monitoring outcomes.

Head Teacher

- Informing staff of their duties and the school's expectations of them.

- Ensuring that all staff are aware of their responsibilities and possess relevant skills.
- Organise training.
- Ensuring that school policies relating to the Equality Duty are being adhered to and that prejudice-related incidents are being recorded and managed effectively.

Staff

- Aiming to ensure that the delivery of the New National Curriculum (2014) delivery captivates and includes all.
- Being aware and knowing your responsibilities under the Equality Act 2010 and acting according to school policies.
- Duly recording and reporting incidences of prejudice and inequality.
- Supporting the Head Teacher and other colleagues in their roles.

Parents and visitors

- Showing appropriate respect and demonstrating unprejudiced behaviour towards all members of the community.
- Taking an active role in supporting and challenging the school in tackling inequality and achieving equality of opportunity for all.

8. Contact details

If you would like this or any other School information in a different format, please contact the school office.

St. Mary's C.E. Primary School
 Normandy
 Horsham
 West Sussex
 RH12 1JL
 Telephone: 01403 265999
 Fax: 01403 252071
 E-mail: office@st-marys-horsham.w-sussex.sch.uk

Appendix

Equality Objective 1: To promote the diversity of the world we live in opening children's eyes to the variety of expressions of faith, views and cultures as well as needs around them.

Why we have chosen this objective:

To ensure that our school community understands that we live in a diverse country that recognises, celebrates and tolerates different views, faiths and cultures.

To achieve this objective we plan to:

Promote of other faiths and denominations through invitation of guest speakers and visits to places of worship.

Provide staff meeting time given to global citizenship and promotion of all that is entailed therein pursuing the Rights Respecting School Award

Equality Objective 2: To develop provision of better disabled access and egress to the school in order to promote educational opportunities for this pupil group

Why we have chosen this objective:

To ensure that we are able to continue to offer education to pupils with physical disabilities as they progress through the school

To achieve this objective we plan to:

Over-come the barriers that exist in terms of emergency access and egress, access to changing and toileting facilities and provision and training of staff to support the special needs of our physically disabled pupils.