

# Equality Information and Objectives



## 2023-2026

Status:	Statutory
Responsible Person	Headteacher
Responsible Governor	Chair of Governors
Ratified by the Headteacher	March 2023
Date approved by the GB	March 2023
Reviewed	Annually
Update Period	Triennially
Update Date	March 2026

## **Equality Statement**

At St Mary's Primary School and Little Oaks Nursery, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that champions respect for all.

At St Mary's, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here.

### **Legal Duties**

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)

### **Addressing Prejudice Related Incidents**

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 to prevent any incidents. If incidents still occur, we address them immediately and may seek support from the Local Authority Equality Team.

## Responsibility

We believe that promoting equality is the whole school's responsibility.

School Community	Responsibility
Governing Board	Involving and engaging the whole school community in identifying and understanding equality barriers and in the 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.
Headteacher	As above and including 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 the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.
SLT	To support the Head teacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to incidents which are related to prejudice.
Teaching staff	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. Ensure that you are aware of your responsibility to record, report and respond appropriately to incidents which are related to prejudice.
Non- teaching staff	Support the school and the Governing Board in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the headteacher 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 incidents related to prejudice.
Parent/carers	Take an active part in identifying barriers for the school community and in informing the Governing Board of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the Governing Board of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

# Equality Objectives

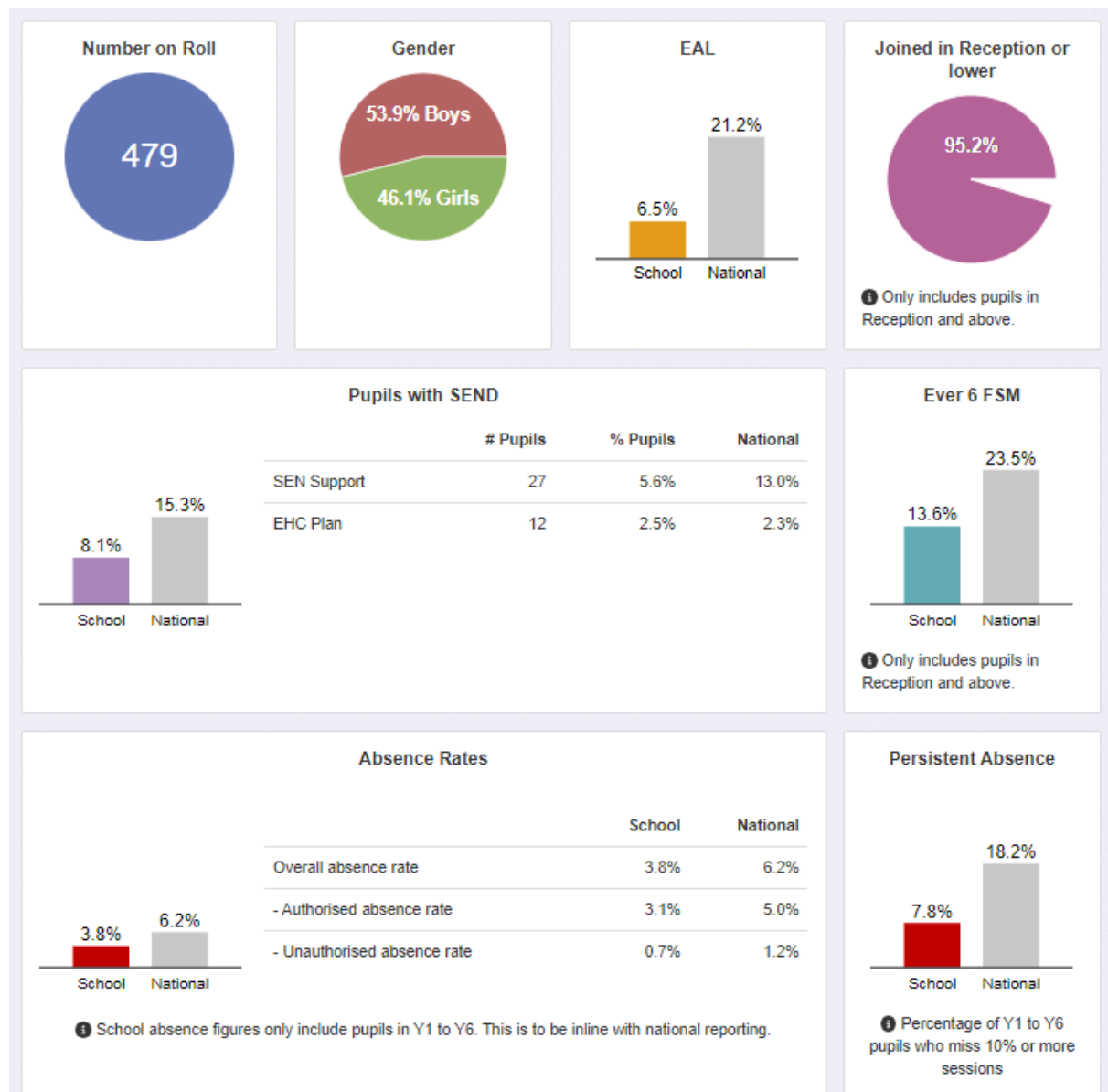
St Mary's and Little Oaks Nursery have used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

## Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- How many children are on role: **418** pupils in St Mary's and **61** pupils in Little Oaks Nursery.

Using Insight, the following data is available:



Year Groups										
Year Group	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate	
Nursery 1	23	12	11	0	13	0	0	0	0.0%	
Nursery 2	38	22	16	1	12	0	0	0	0.0%	
Reception	60	33	27	4	21	4	4	1	3.4%	
Year 1	60	31	29	5	24	6	0	1	4.6%	
Year 2	59	30	29	0	24	6	3	2	3.3%	
Year 3	61	34	27	5	18	7	7	2	4.0%	
Year 4	61	39	22	9	23	8	6	2	3.5%	
Year 5	58	32	26	5	27	13	4	0	3.4%	
Year 6	59	25	34	2	16	13	3	4	4.0%	

## Stage 2: Understanding the Information Gathered

Using the monitoring information gathered, the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g., school councils

### Attainment:

### Equality Objectives:

1. **Through careful and thorough assessment of individual, additional support is carefully planned, delivered, and reviewed to diminish the differences between children's attainment.**

**Why?** There are a growing number of children within the school who have specific SEND needs relating to communication, as well as social, emotional, and mental health difficulties.

**How?** CPD for all staff to improve their knowledge and understanding of how to remove potential barriers and maximise progress for all SEND pupils. Focus on meta-cognition.

**Outcome?** Staff are more confident in adapting the curriculum to meet the needs of all learners.

**2. To support children to show empathy and tolerance and to take responsibility for their actions towards others.**

**Why?** Media is a daily part of children's lives and as a result they are more aware and open to discussing differences, such as gender, culture, religion. There is not however always a mature understanding, and children are influenced by social media and friends. Our world, and school, are becoming more diverse, and we need to educate our children to be responsible and empathetic individuals. We are receiving more and more reports from parents regarding unkindness on social media.

**How?** In order to address and celebrate our cultural diversity we will continue to deliver a PSHE Programme which explores and values our similarities and differences, alongside a robust RE syllabus which incorporates learning to develop an understanding of other cultures. Continued support from PFSA/ELSA. CPD for staff relating to Trauma Informed Schools. As well as integrating diversity into our general curriculum, themed weeks are organised to explore and understand similarities and differences, for example, Autism and ADHD awareness weeks as well as Black History Month.

**Outcome** Pupils are able to discuss and celebrate differences in a mature way, in and out of the classroom. Fewer incidents of unkindness and disrespect on social media and in school.

**The equality objectives for St Mary's are contained within the school improvement plan and are monitored termly by the Governing Board.**