



St Mary Abbots School

Equality Information and Objectives

May 2023

1 Introduction

- 1.1 At St Mary Abbots School we respect the differences between people, whether this relates to their gender, including gender identity or reassignment, disability, or other characteristics such as their race, religion, nationality, or age. In particular, in line with the Equality Act 2010, we do not discriminate, or tolerate discrimination against staff or pupils on the grounds of their sex, disability, race, religion or belief, nationality, ethnicity or national origins, sexual orientation, gender reassignment, or, in the case of staff, pregnancy or maternity, age, marital or civil partnership status. This covers both direct and indirect discrimination.
- 1.2 We promote the principles of fairness and justice for all through the education that we provide in our school.
- 1.3 We work to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 1.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- 1.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 1.6 We challenge stereotyping and prejudice whenever it occurs.
- 1.7 We celebrate the cultural diversity of our community and foster good relationships between people of different backgrounds.
- 1.8 We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and respect for difference, we aim to promote positive social attitudes and respect for all.

2 Aims and objectives

In our school we aim to tackle discrimination and promote equality of opportunity and good relations across all aspects of school life. We do this by:

- Creating an ethos in which pupils and staff feel valued and secure;
- Building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- Having consistent expectations of pupils and their learning;
- Removing or minimising barriers to learning, so that all pupils can achieve;
- Having a curriculum that is representative and inclusive;
- Ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;

- Actively tackling discrimination and promoting equality through our curriculum e.g. PSHE and representation in the broader curriculum and via our school website, collective worship, newsletters to parents and displays of work;
- Consultation with parents/carers and members of the local community, so that they are well informed of our policy and procedures e.g. re RSE;
- Making clear to our pupils what constitutes aggressive and prejudiced behaviour;
- Identifying clear procedures for dealing quickly with incidents of prejudiced behaviour;
- Making pupils and staff confident to challenge prejudiced and aggressive behaviour.

3 The role of adults in tackling discrimination

3.1 We do not tolerate any forms of discriminatory behaviour including direct or indirect discrimination, harassment or victimisation. Should an incident occur, we will act immediately to prevent any repetition of the incident and do all we can to support that person in overcoming any difficulties they may have. Incidents are recorded. Incidents could take the form of physical assault, verbal abuse or damage to a pupil's property. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- Stop the incident and comfort the pupil who is the victim
- Reprimand the aggressor and inform the victim what action has been taken
- If the incident is witnessed by other pupils, tell them why it is wrong
- Report the incident to the Assistant Headteacher or Headteacher and inform him/her of the action taken. This should be logged in the incident record held by the Assistant Headteacher
- Inform the class teacher(s) of both the victim and the aggressor
- Inform both sets of parents, as appropriate or do so via SLT

3.2 We endeavour to make our school welcoming to all people. We promote an understanding of different cultures, views and beliefs through the themes studied by the children and reflect this in our school events, worship and displays of work.

3.3 Our curriculum reflects the attitudes, values and respect that we have for all people. We ensure that children have opportunities to study a variety of cultures, religions and ways of life.

4 The role of governors

4.1 The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

4.2 Recruitment & employment:

- The governing body seeks to ensure that no candidate will be discriminated against when applying for jobs at our school.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- Employment exceptions for schools with religious character:
Voluntary Aided schools may apply religious criteria when recruiting or dismissing any member of their teaching staff. In recruitment, remuneration and promotion they may give preference to persons:
 - whose religious opinions are in accordance with the tenets of the religion of the school
 - who attend religious worship in accordance with those tenets; or
 - who give, or are willing to give, religious education in accordance with those tenets.
- In considering dismissals, the governing body may have regard to any conduct that is incompatible with the precepts, or with the upholding of the tenets, of the religion of the school.
- *Non-teaching staff* - religious criteria may not be applied to any other posts in a VA school unless there is a genuine occupational requirement. This would need to be justified but might, for example, apply to a member of staff required to give pastoral care to pupils.

4.3 The governors welcome all applications to join the school, whatever background or needs a child may have.

- 4.4 The governing body ensures that no child in our school is discriminated against. All children have access to the full range of the curriculum and regulations regarding school uniform will be applied equally to all. If a child's religion or disability affects their school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions or physical needs.

5 The role of the Headteacher

- 5.1 It is the Headteacher's role to implement the school's equal opportunities and anti-discrimination policy and he is supported by the governing body in so doing.
- 5.2 It is the Headteacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 5.3 The Headteacher ensures that all appointment panels give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.
- 5.4 The Headteacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people in all aspects of school life, for example in assemblies or through school activities.
- 5.6 The Headteacher will ensure that views on equal opportunities and discrimination by pupils, staff and parents are surveyed on an annual basis. He will take their views into consideration when formulating the School Improvement Plan.
- 5.7 The Headteacher regards all incidents of unfair treatment and any discriminatory incidents with due seriousness.

6 The role of the class teacher

- 6.1 The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- 6.2 When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is discriminatory in any way. Teachers strive to provide material that gives positive images of all people, promoting respect for difference, particularly relating to protected characteristics and that challenges stereotypical images.
- 6.3 When designing schemes of work, we use this policy to guide us in our choice of themes to study, and in how to approach sensitive issues.
- 6.4 All our teachers challenge any incidents of prejudice. We record any serious incidents (this includes racist, homophobic and bullying incidents), and draw them to the attention of the Headteacher or Assistant Headteacher. These records are kept by the Assistant Headteacher. Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

7 Monitoring and review

- 7.1 It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:
- monitoring the progress of pupils across groups and comparing it to the progress made by other pupils in the school;
 - monitoring the staff appointment process, so that no one applying for a post at this school is discriminated against;
 - requiring the Headteacher to report to governors on an annual basis on the effectiveness of this policy;
 - taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;

- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

Next review March 2024