



Leigh St Mary's Church of England Primary School

Equality Statement

Our School Mission Statement

INSPIRE To be the best that I can be

BELIEVE To believe I can make a difference for good in this world

ACHIEVE To know I have the roots to grow and the wings to fly

At Leigh St Mary's Church of England Primary School we promote a life-long love of learning. Through enriching, exciting learning opportunities and a creative curriculum, children are given the foundations to flourish. Our Christian values are at the heart of our school and provide us with a culture of happiness, respect and trust.

We aim to promote a sense of belonging within a warm, nurturing environment where children feel safe and valued. We celebrate cultural diversity and believe that every child should have the opportunity to be the best that they can be.

Through our encouragement of good manners, kindness and friendship we aim to ensure our children display the values of good citizenship. We hope to instil in our children an 'I can' attitude and to provide our children with the tools to succeed in an ever changing world.

Rationale

Leigh St Mary's is a fully inclusive school devoted to the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Overview

The Equality Act which came into place on 1 October 2010 brought together the duties previously contained within our Equality and Diversity Plan. The Equality Act covers all seven of the equality strands (or protected characteristics): age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In our school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

Legal Framework

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity (known as protected characteristics).
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise that these duties 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.

Objectives

- To ensure that all our children have equal access to a rich, broad, balanced and relevant curriculum.
- To ensure that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To ensure that within the school budget adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.

Responsibility

At Leigh St Mary's all members of the school community have a responsibility for promoting equalities. The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community.
- The school's equality policy is maintained and updated regularly.
- The actions, procedures and strategies related to the policy are implemented.

Monitoring the effectiveness of the Equality Policy

The Headteacher and Senior Leadership Team, in partnership with the Governing Body, have a responsibility for:

- Providing leadership and vision in respect of equality.
- Overseeing the implementation of the equality policy and schemes.
- Co-ordinating the activities related to equality and evaluating impact.
- Ensuring that all who enter the school are aware of and comply with the equalities policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in response to any prejudice-related incidents.
- Monitoring the effectiveness of the Equality Policy and reporting regularly to the Governing Body.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes.
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

All pupils will be:

- Treated and respected as individuals regardless of age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- Encouraged to be welcoming and respectful to everyone to the school regardless of age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- Encouraged to greet visitors with friendliness and respect.

Guiding Principles

In fulfilling the legal obligations cited above we are guided by seven principles:

Principle 1: All pupils are of equal value.

- Whether or not they are disabled,
- Whatever their ethnicity, culture, national origin or national status,
- Whatever their gender and gender identity,
- Whatever their religious or non-religious affiliation or faith background,
- Whatever their sexual identity.

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 nevertheless take account of differences of life-experience, outlook and background and in the kind of barrier and disadvantage which people may face in relation to:

- Disability so that reasonable adjustments are made,
- Ethnicity so that different cultural backgrounds and experiences of prejudice are recognised,
- Gender so that the different needs and experiences of girls and boys and women and men are recognised,
- Religion, belief or faith background,
- Sexual identity.

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

We intend that 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,
- Mutual respect and good relations between boys and girls and women and men and an absence of sexual and homophobic 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 gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

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 between:

- Disabled and non-disabled people,
- People of different ethnic, cultural and religious backgrounds,
- Girls and boys, women and men.

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.

We consult and involve:

- Disabled people as well as non-disabled,
- People from a range of ethnic, cultural and religious backgrounds,
- Both women and men and girls and boys.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole both locally and nationally by fostering greater social cohesion and greater participation in public life of:

- Disabled people as well as non-disabled,
- People of a wide range of ethnic, cultural and religious backgrounds,
- Women and men, girls and boys.

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