



Equality Policy

Policy:	Equality Policy
Approved by:	Governing Body
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VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
V1	9/19	Unknown	Governor approved on 2020
V2	1/26	Jennie Bailey	New policy template Updated: Statement of intent, equality policy statement, addition to legal duties and actions.

Statement of Intent

Together we love, learn and flourish.

At St Mary's we nurture each other to develop our sense of wonder about the world around us and discover our place in it. We draw inspiration from the parable of the mustard seed, a tiny seed that grows into a mighty tree, symbolising the potential within us all to flourish. We encourage our children and wider school community to know that by showing love, acting justly and giving thanks we can become curious, courageous and compassionate individuals who can make a positive impact on the world that God created.

'Let all that you do be done in love'

1 Corinthians 16:14

Equality Policy Statement

We recognise that every person in our school community is important and unique and that by 'doing everything with love' we will enable all to flourish. We understand that everyone is equal and we treat each other with dignity and respect. Each person should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals according to their needs, with an awareness of our diverse society and appreciating the value of difference.

We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

Legal Duties

As a church school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations in relation to age (as appropriate), disability, gender reassignment, race, religion, sex and sexual orientation.

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.

Guiding Principles

Our approach to equality is based on the following key principles:

- All children should feel happy, secure, safe and valued at school.
- All children should develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives.
- All children should develop healthy relationships based on care, trust, compassion and forgiveness.
- All children must show acceptance for and understanding of others who may have different beliefs or needs.
- All children should have a positive approach to life, contributing to the wellbeing of the community and building hope for the future.

Actions

Our approach to equality is based on the following key principles:

To eliminate discrimination, harassment and victimisation

To advance equality of opportunity between different groups

To foster good relations

We meet our legal duty and live out our Mission Statement by:

- following a clear, agreed procedure for dealing with prejudice related bullying incidents; - recording and monitoring any prejudice related incidents;
- reporting any prejudice-related incidents to governors each term through the Headteacher;
- countering and challenging all types of discriminatory behaviour (for example through; school values, personal development curriculum, Collective Worship, Religious Education; Picture News, themed events for children to teach about issues, relevant policies, leading by example, ongoing staff training and development, appropriate use of vocabulary and language, regular review of practice through structures);
- taking account of equality with regards to the way the school provides facilities and services;
- taking account of equality with regards to attendance policies,
- actively promoting equality and diversity and creating an environment of dignity and respect;
- using a range of resources and texts that challenge stereotypes;
- implementing a curriculum that enables pupils to gain an understanding of the diversity of their community and the wider world;
- planning for pupil voice, with opportunities to respectfully disagree;
- using positive discrimination where appropriate (e.g. groupings);
- sharing our Christian values, promoting pupils' understanding that all are equal in the eyes of God;

Other ways we address equality issues:

- equality and diversity action plan created and updated yearly
- priorities set in the School Improvement Plan
- staff training
- records on CPOMS providing equalities data
- annual cycle of SEND review meetings
- co-production with parents/carers, and strategies to promote formal and informal dialogue; multi-agency working to support families
- equality and diversity regularly on Governing Body agenda/monitoring

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 in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	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.
Head Teacher	As above 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.
Senior Management Team	To support the Head / Principal 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 prejudice related incidents.
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 prejudice related incidents.
Non -Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher/principal 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 prejudice related incidents.
Parents/Carers	Take an active part in identifying barriers for the school community and in informing the headteacher 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 head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

School Community	Responsibility
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the headteacher of actions that can be taken to eradicate these</p> <p>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.</p>

We will ensure that the whole school community is aware of the Equality Policy and our equality objectives by publishing them on the school's website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile in consultation with our stakeholders through parent and pupil questionnaires. Our equality policy will be monitored through analysis of planning, sampling of learning and data, classroom observation, feedback from parents/carers, staff and pupils and reports to Governors.