

ST MARY'S C of E PRIMARY SCHOOL
EQUALITIES POLICY

ETHOS STATEMENT

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

This policy is underpinned by the United Nations Convention on the Rights of the Child. Specifically:

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 23 – A child with a disability has the right to live a decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Introduction

- 1.01 St Marys C of E Primary School is committed to creating a culture in which diversity and equality of opportunity are promoted actively and in which unlawful discrimination is not tolerated; and an environment in which individuals are treated on the basis solely of their relevant merits and abilities. Our intention is for all who study and work at the School, regardless of their disability, age, gender, ethnic or social background to have equality of opportunity.
- 1.02 At St Mary's all forms of unlawful or unfair discrimination on the grounds of race, colour, nationality, ethnic origin, gender, disability, religious views, marital status, sexual orientation, political views or trade union membership are unacceptable and are opposed. Our aim is to secure fair and equal treatment for all pupils and, similarly, for all staff.
- 1.03 Every pupil and member of staff is expected to further this aim by contributing personally towards a happy, caring environment, by showing respect for, and appreciation of, each other as individuals, and by helping to oppose and prevent all forms of prejudice, discrimination, harassment and bullying.
- 1.04 Commitment to this policy is shared by pupils, staff, parents and governors.
- 1.05 Based on the statutory regulations as defined by the Equal Pay Act (1970), the Sex Discrimination Acts (1975 & 1986), the Race Relations Act (1976), the Education Act (1986), the Education Reform Act (1988) and the Children Act (1989)., the Equalities Act (2010)

Policy Statement

- 1.06 St Mary's believes in the principles of social justice, acknowledges that discrimination affects people in complex ways and is committed to challenge all forms of inequality. To this end, St Mary's will aim to ensure that:
 - (a) individuals are treated fairly, with dignity and respect regardless of their age, marital status, disability, race, faith, gender, language, social/ economical background or being lesbian or gay and any other inappropriate distinction;
 - (b) it affords all individuals, students and employees the opportunity to fulfill their potential;
 - (c) it promotes an inclusive and supportive environment for staff, students and visitors;
 - (d) it recognises the varied contributions to the achievement of the school's, mission made by individuals from diverse backgrounds and with a wide range of experiences
- 1.07 This policy applies to all staff, students and visitors to the School, together with those contracted to work at or for the School.

- 1.08 The policy has been informed by DfE guidance issued in November 2014 entitled 'Promoting British Values as part of SMSC in schools.

Responsibility

- 1.09 The governors are responsible for:
- (a) making sure the school complies with the relevant equality legislation;
 - (b) making sure the school Equality Scheme and its procedures are followed;
 - (c) meet the reporting requirements
- 1.10 The headteacher is responsible for:
- (a) making sure the school Equality Policy and its procedures are followed;
 - (b) making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
 - (c) producing regular information for staff and governors about the plans and how they are working;
 - (d) making sure all staff know their responsibilities and receive training and support in carrying these out;
 - (e) taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability;
- 1.11 Both the governors and headteacher are responsible for regular monitoring and review of these policies as legally required.
- 1.12 All staff are responsible for:
- (a) dealing with racist, homophobic and other hate-incidents;
 - (b) being able to recognise and tackle bias and stereotyping;
 - (c) promoting equal opportunities and good race relations;
 - (d) avoiding discrimination against anyone for reasons of ethnicity, disability or gender;
 - (e) keeping up to date with the law on discrimination;
 - (f) taking up training and learning opportunities.
- 1.13 The Headteacher is responsible overall for dealing with reports of hate-incidents.
- 1.14 Visitors and contractors are responsible for knowing, and following, our Equality Policy.

Aims of the Policy and underpinning principles

- 1.15 The aim of this policy is to ensure that in carrying out its activities St Mary's School will have due regard to:
- (a) promoting equality of opportunity, across all the activities of the school
 - (b) promoting good relations between people of a diverse background
 - (c) eliminating unlawful discrimination
- 1.16 This policy is guided by the following principles, that:
- (a) all staff, students and visitors should enjoy a safe environment free from discrimination and harassment/bullying
 - (b) all students and employees should have equal access to quality services that are made available by the School and its partners
 - (c) all staff and students should have equal access to opportunities for personal, professional or academic development and career, progression and promotion opportunities
 - (d) all staff and students should be able to participate fully in the work and life of the School community and celebrate its diversity

- (e) staff and students at the School should reflect the diversity of talent, experience and skills from the local, national and international pool from which it draws its students and workforce
- (f) positive action initiatives continue to be used to redress inequalities and discriminatory practice
- (g) all relevant stakeholders, including staff and students, have the right to be consulted about School policy, procedures and practices and are encouraged to contribute to the decision making processes of the School.

Pupils

- 1.17 Admissions: It is the School's policy to ensure equitable treatment of all applicants in accordance with the school's admissions policy. There is a common standard of entry and the same admissions procedure applies to all applicants regardless of gender, disability, religious, ethnic or social background.

Facilities:

- 1.18 It is the School's policy to ensure equitable provision of facilities for all pupils. The School has considered its responsibilities under the Disability Discrimination Act.

Curriculum:

- 1.19 All pupils have equal access to the school curriculum which has breadth, balance, relevance and progression. Our aim is to provide for all pupils in the school according to their needs. It should be noted, however, that equality of opportunity does not ensure equality of take-up.
- 1.20 Delivery of the curriculum must be balanced, objective, and sensitive and have regard to pupils' different learning styles. Resources should be free from racial or sexual bias or discrimination and from portraying stereotypes. Pupils should have access to accurate information about similarities and differences between the sexes and between cultural groups.
- 1.21 PSHE has an essential role in promoting the School's Equal Opportunities policy and in countering racial, sexual or any other form of prejudice, discrimination or harassment.

Religion:

- 1.22 See Collective Worship Policy - Whilst the School has a Christian foundation and, although we expect all pupils to attend school assemblies and services, pupils are free to follow their own religious beliefs, and no attempt is made to evangelise those of a non-Christian faith.

Rewards and sanctions:

- 1.23 Rewards and sanctions must be administered fairly and on an equal and uniform basis. It is essential that neither sex feels that the other is treated more leniently in matters of discipline. All pupils are expected to observe the school rules and conduct themselves in an appropriate manner.

Careers Advice:

- 1.24 All careers and higher education advice should be non-discriminatory and pupils should not be discouraged from entering non-traditional careers on grounds of gender, disability, religious, ethnic or social background. Literature and illustrative material used should be free from racial or sexual discrimination and from portraying stereotypical roles.
- 1.25 Careers staff (e.g. visiting speakers) should ensure that the School's Equal Opportunities policy is known to personnel in local commerce and industry who are directly involved with pupils

Extra-Curricular Activities:

- 1.26 Care must be taken to ensure that opportunities are equally available to all pupils. Currently, however, some sports are available to only one sex.
- 1.27 Links with the Community: Links with the wider community provide opportunities for pupils to observe and experience the outside world and will inevitably help to inform their own attitudes to and views on gender, ethnicity and class. It is therefore important to ensure that such experiences are positive. Equally, it is important to ensure that visitors to the school to give lectures, take assemblies etc. are drawn from both sexes and from backgrounds which reflect social and cultural diversity.

Language:

- 1.28 Pupils whose first language is not English must feel that their language and/or dialect is valued. They should therefore be allowed to use their home language in school, but never to use it to exclude others.

Staff

- 1.29 The ethos of the School is one that values staff equally on the basis of their merits, abilities, qualifications and experience, and irrespective of age, gender, social, ethnic or cultural origins, and, similarly, has equal expectations of staff in their professional conduct, professional development and performance in post.

Appointments & Staffing:

- 1.30 All appointments to posts in the School (including teacher training, placements and work experience) are on the basis of equal opportunities. Remuneration and general terms and conditions of service apply equally to men and women, though maternity leave applies to women employees only. The age of retirement is the same for both men and women.
- 1.31 The School's policy of Equal Opportunities must apply at all levels to staff as well as to pupils. Pupils should be given positive role models of both sexes and from different social and ethnic backgrounds and those with a disability.
- 1.32 Professional conduct: Competency, disciplinary and dismissal procedures are the same for all teaching staff, irrespective of age, gender or status.
- 1.33 Staff review and development and Inset: All staff participate in the staff performance review and development scheme and through it are enabled to identify their own training needs. Provision for individual training is allocated on a fair and equitable basis, according to need.

Contact time with pupils:

- 1.34 In contact time with pupils, all staff should be aware of possible assumptions and bias in their own attitudes and take care to avoid any discriminatory connotations in the language they themselves use.
- 1.35 All staff should be sensitive to pupils' differing experiences and skills, especially on their arrival in the school. Pupils' conditioning in the home and elsewhere may have predisposed them to discriminatory ideas, assumptions or behaviour. Staff may need to raise expectations of potential or of standards of achievement or behaviour.
- 1.36 The variety of teaching styles used should take account of pupils' different learning styles and should give all pupils equal access, provision and treatment. Pupils should be encouraged to work in both mixed and single sex groups.
- 1.37 Staff should ensure that attention is given to all pupils in a lesson or activity and that excessive attention is not paid to pupils of either sex, whether singly or in groups.

Discrimination and Harassment

- 1.38 Employees are protected against discrimination on grounds of race, sex, disability, sexual orientation and religion or belief. There is no service qualification and there is no upper limit on compensation. There are three types of discrimination: direct discrimination, indirect discrimination and victimisation.
- (a) Direct discrimination occurs when a person is treated less favourably on the grounds of their sex, marital status or race than a person of a different sex etc was or might have been.
 - (b) Indirect discrimination occurs when a requirement is imposed on a person which may appear to apply equally but which a considerably smaller proportion of one sex or race or those without disability can comply with and the complainant suffers a detriment and the employer cannot justify it. The justification may be that the requirement was a 'Genuine Occupational Requirement.'
 - (c) Victimisation occurs when a person is treated less favourably because they have been involved in a claim under one of the Acts.
- 1.39 The following are the main forms of discrimination and harassment. The list is not comprehensive, and thus is intended as a guideline.

Discrimination against the Disabled:

- 1.40 Any attitudes held by a person or group towards an individual with a disability which are offensive, discriminatory or hostile towards the individual are unacceptable. Also unacceptable are acts or expressions that reflect such attitudes, or any incitement to make others adopt such attitudes or behaviour.
- 1.41 Unacceptable behaviour would be, for example:
- physical assault against a person because of his or her disability
 - verbal abuse, intimidation, insults, threats and graffiti
 - making reference to an individual's disability in the course of discussions, lessons or activities
 - refusing to co-operate with an individual or excluding an individual because of his or her disability
 - inciting or encouraging others to behave in any of the above ways.

Racism:

- 1.42 Any attitude held by a person or group of one ethnic origin towards another individual or group of different ethnic origin which is offensive, discriminatory or hostile towards the individual or group is regarded as racism and is unacceptable. Racism is also considered to exist in acts or expressions that reflect such attitudes or in any incitement to behaviour of that kind.
- 1.43 Unacceptable behaviour, for example, would be:
- physical contact or assault against a person or group because of colour or ethnicity
 - verbal abuse, derogatory name-calling, insults, threats and racist jokes
 - racist graffiti or caricatures
 - the issuing or wearing of racist materials such as leaflets, magazines, insignia
 - making racist remarks in the course of discussions, lessons or activities
 - refusing to co-operate with other pupils or excluding other pupils because of colour or ethnic origin
 - inciting or encouraging others to behave in any of the above ways.

Sexism:

- 1.44 Sexism is considered to be any attitude, held by a person or group of one sex, towards an individual or group of the other sex which is offensive, discriminatory or hostile towards the individual or group. Also unacceptable are acts or expressions that reflect such attitudes, or any incitement to behaviour of that kind. Such behaviour need not be repeated or continuous to constitute harassment.
- 1.45 Sexual Harassment is defined by the NUT (1986) as 'any uninvited, unreciprocated and unwelcome physical contact, comment, suggestion, joke or attention which is offensive to the person involved, and causes the person to feel threatened, humiliated, patronised or embarrassed. It may create a threatening or intimidating working environment, adversely affect school work or job performance and, in extreme cases, may cause a person to seek to leave the school'.
- 1.46 Unacceptable behaviour would be, for example:
- uninvited physical contact, physical assault or abuse against a person or group because of their gender
 - verbal abuse, intimidation, leering, insults, jokes or gestures of a sexist nature
 - using lewd or suggestive vocabulary to patronise or to cause offence or humiliation
 - making unwelcome comments of a sexist nature about dress and appearance
 - sexist graffiti or other pornographic writing, offensive use of pornographic pictures
 - making sexist remarks in the course of discussions, lessons or activities
 - offensive reference to an individual's or group's sexuality
 - refusing to co-operate with other pupils or excluding other pupils because of their gender or supposed sexuality
 - inciting or encouraging others to behave in any of the above ways.

Sexual Orientation

- 1.47 As a result of the Employment Equality (Sexual Orientation) Regulations of 2003, which came into effect on 1st December 2003, it is illegal to discriminate on the grounds of sexual orientation. This legislation covers gay men, lesbians, heterosexual men and women and bisexual men and women. The Discrimination legislation also covers circumstances where someone is discriminated against on account of his/ her association with a third party who belongs to a particular sexual orientation.

- 1.48 Since the Civil Partnership Act of 2004, the status of a civil partner is comparable to that of a spouse

Religion and Belief

- 1.49 Since 1st December 2003, it has been illegal to discriminate on the grounds of religion, religious belief or similar philosophical belief.

Age Discrimination

- 1.50 The final regulations concerning age discrimination came into force in October 2006. Age discrimination or apparent age discrimination is prohibited. The upper age limit for unfair dismissal and redundancy rights has been removed and older workers have the same rights to claim unfair dismissal or receive a redundancy payment as younger workers, unless there is a genuine retirement. Age limits for Statutory Sick Pay, Statutory Maternity Pay, Statutory Adoption and Statutory Paternity have also been removed.

- 1.51 In rare circumstances, however, it may be necessary to fix a minimum age to qualify for certain advantages linked to employment in order to recruit or retain older people. Equally, the fixing of a maximum age for recruitment or promotion may be necessary so that the training needs required for a particular post or the need for a reasonable period in post before retirement are given due consideration. In such cases, discrimination may be defended as a 'proportionate means of achieving a legitimate aim'.

Incidents of Discrimination or Harassment

- 1.52 The effect of discrimination or harassment on its victims is to cause distress and tension. It can lead to fear, anxiety, stress-related illnesses and a general inability to cope as the victim's self-esteem is undermined. Furthermore, both discrimination and harassment undermine the ethos of the School. All staff and pupils are held to be of equal value.

- 1.53 In all cases, complaints must be treated in a serious but sympathetic manner. Victims may find it difficult to make a complaint for fear that their response to discrimination or harassment is interpreted as a lack of sense of humour or an overreaction to what others perceive as normal working or social relationships. Others may fear reprisal.

- 1.54 In cases where a member of staff is subjected to harassment, either by a pupil or a colleague, the victim may feel his or her authority or professionalism undermined if he or she raises the issue.

- 1.55 It is therefore important for there to be established complaints procedures which are known and understood in the appropriate sections of the school.

Discrimination against or Harassment of Staff by Staff: The following courses of action are recommended:

- 1.56 A person whose behaviour is offensive should initially be made aware of this by the victim or by a confidant (e) of the victim, so that he or she has received due warning. The victim should take avoidance action as far as possible, e.g. not being alone in a room with the person concerned.

- 1.57 If harassment continues, the victim may keep a written record of incidents and may call on the evidence of any colleagues who have been witnesses. The victim should inform the Deputy Headteacher, who will report the matter to the Headteacher and interview the member of staff accused. Written, signed statements will be taken at interview.

- 1.58 If harassment persists, the matter should be reported again to the Headteacher, who will decide the extent to which any formal disciplinary procedure should be implemented.

Discrimination against or Harassment of a Pupil by a Member of Staff:

- 1.59 Evidence of discrimination or harassment may take a number of forms, such as:
- the witnessing of the discrimination or harassment by another member of staff
 - evidence provided by a pupil or pupils confiding in another member of staff
 - a formal letter of complaint by a parent or guardian.
- 1.60 Any such incident must be reported to the Headteacher or, in her/his absence, to the Deputy or Assistant Headteacher. In minor cases, such as a careless racist or sexist remark, an oral caution or warning to the member of staff and an apology to the pupil concerned may be sufficient. However, persistent or more serious allegations may be deemed to constitute abuse, and the specific procedures laid down by the Children Act must be followed.

Discrimination against or Harassment of a Member of Staff by a Pupil: The following courses of action are recommended:

- 1.61 Except in cases of actual physical assault or gross indecency (when the Headteacher must be informed immediately), the incident should be dealt with in the first instance by the member of staff concerned issuing a reprimand and an oral warning. A senior member of staff (who could be the Headteacher, the Deputy Head or Assistant Head) should be informed.
- 1.62 If harassment continues, then the member of staff should officially refer the matter to the senior member of staff. The Headteacher should be informed. Written records should be kept of incidents and any steps taken.
- 1.63 Should a pupil make an allegation of sexual harassment against a member of staff as a means of harassing the member of staff, it is vital that procedures are followed to the letter so that the integrity and professionalism of the member of staff are respected throughout any investigation which might ensue.
- 1.64 In order to ensure that pupils are not presented with any opportunity to make unfounded allegations, members of staff are urged never to put themselves in any position which might be misconstrued as compromising their professionalism. Pastoral staff dealing with confidential matters, staff involved in assisting with Games, and staff involved in residential trips are urged to exercise particular caution.

Discrimination against or Harassment of a Pupil by another Pupil: (Racist or sexist discrimination or harassment)

- 1.65 This may differ from other forms of bullying in that it is not simply a personal attack but is indiscriminately and offensively aimed at a whole group to which the victim happens to belong. It is the School's responsibility to ensure that there is a sufficiently supportive and positive climate to enable any pupil who is the victim of racist or sexist discrimination or harassment to inform a member of staff and be confident that effective action will be taken. It is important that the victim and, where appropriate, his or her parents are given reassurance that the School does not tolerate such behaviour:
- 1.66 Should racist or sexist comments occur in a lesson or during the course of a school activity, the member of staff should immediately make it clear to the whole class or group that such remarks are unacceptable. The Headteacher must be informed and where relevant, any offensive material should be confiscated, a careful record made, and the pupil concerned given an oral warning...
- 1.67 In the case of a pupil's persistently giving offence, the Headteacher must again be informed, written records of incidents must be kept and consideration given to contacting the parents, stating the nature of the problem and inviting them to come to school to discuss it. Counseling for the victim or the offender may need to be considered.
- 1.68 It is recommended that topics to do with discrimination should only be discussed in class when they are part of the curriculum and have been carefully planned. Recognition should be given to the richness of a diverse and pluralistic society.

Positive Discrimination

- 1.69 Positive discrimination is unlawful, however positive action is permitted if it is action taken to encourage more applicants from a particular minority group currently statistically under-represented (for a period of more than twelve months) in the organisation. Once the applications have been received, the best person for the job must be employed.

Disability Discrimination-A General Statement.

- 1.70 The Disability Discrimination Act of 1995 introduced laws aimed at the prevention of discrimination to disabled people in a number of areas, i.e.
- Employment
 - Access to Goods and Services.
 - Buying or renting land or property.
 - Public Transport.
- 1.71 The Special Educational Needs and Disability Act 2001 has amended the 1995 Act and extended the overall aim of the legislation to include fully pupils in Schools. Both Acts are or will be supplemented by Regulations, Codes of Practice and Guidance.
- 1.72 The term 'disabled' is widely defined and relates to any person 'with a physical or mental impairment which has a substantial and long term adverse effect upon their ability to carry out normal day to day activities'. Impairment covers both physical and mental impairments whilst day to day activities relate to such matters as mobility, manual dexterity and speech, hearing and eyesight.
- 1.73 The Governors of St Mary's School Selly Oak fully recognise that the 1995 & 2001 Acts impose duties upon them in two main areas: that as employers and as the providers of education. Part 2 of the 1995 Act contains provisions relating to employment issues and Part 4 of the Act as amended by the 2001 Act concerns pupils.
- 1.74 In both cases, the prime requirement is that a disabled person should not be treated less favourably than a non-disabled person unless such treatment is justified. It is the policy of the Governors to take all reasonable measures to meet the legislative requirements.
- 1.75 Justification may arise because reasonable adjustments cannot be made on grounds of Health and Safety. The Governors' current Health and Safety policy statement was signed in July 2008 and the Accessibility Plan was introduced in 2008
- 1.76 The 2001 Act also requires the preparation (in writing) of an Accessibility Plan designed to:
- Increase the extent to which disabled pupils can participate in the school curriculum.
 - Improve the physical environment.
 - Improve the delivery in writing of information to disabled pupils provided to other persons.
- 1.77 The Accessibility Plan can be seen by contacting the Headteacher.

Training, Monitoring and Evaluation

Staff Development and Inset:

- 1.78 Regular school Inset will be provided to ensure that staff members are kept fully aware of their responsibilities in respect of equal opportunities, discrimination and harassment on grounds of disability, race or gender.
- 1.79 The induction programme for new staff and newly qualified staff at the School should include familiarisation with the School's Equal Opportunities policy.

Breach of the Policy

- 1.80 The Governors of St Mary's School will take seriously any instances of non-adherence to the Equality and Diversity policy by students, staff or visitors. Any instances of non-adherence will be investigated and where appropriate will be considered under the relevant disciplinary policy for staff or students. With regard to any breach of the policy by visitors, the School will take appropriate action in relation to the nature of the incident.

Relevant Legislation

1.81 St Mary's School will implement its Equality and Diversity Policy in accordance with current legislation and codes of practice including:

- EU Anti-Discrimination Directives (which currently include the Race Relations Act 1976 (Amendment) Regulations 2003, Religion and Belief Regulation 2003 and Sexual Orientation Regulation 2003)
- Special Educational Needs and Disability Rights in Education Act 2001
- Race Relations Amendment Act 2000
- Human Rights Act 1998
- Disability Discrimination Act 1995
- Race Relations Act 1976
- Sex Discrimination Act 1975
- Equal Pay Act 1970 and Amendment 1983
- Equalities Act (2010)

Monitoring and Review

The Equalities Policy will be monitored in accordance with the Equalities Plans set out in Appendices to this policy.

The policy will be reviewed every 3 years.

Appendix 1 Race Equality

1. Introduction

This plan sets out how St Mary's School will work to promote race equality.

This plan addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and also relates to the BCC procedure for reporting racist incidents involving pupils in schools.

2. Monitoring of pupil performance

Information is available to the school for analysis:

-The DfE provides the online 'Analysing School Performance' resource. This details achievements for all ethnicities and is evaluated by our SMT. One of the Assistant Headteachers has responsibility for pupils with English as an Additional Language and monitors their progress annually. This information enables us to compare performance with the national averages.

-Our Local Authority provides data which enables us to compare results with other Birmingham schools and our family group i.e. similar Birmingham schools.

-Class data and individual pupil data is collected and analysed by class teachers and subject leaders three times each year i.e. Autumn, Spring and Summer.

3. Impact Assessment

The following policies/plans have been assessed in regard to the general duty under the Race Relations (Amendment) Act 2000.

All policies include the following Ethos Statement:

In accordance with the aims of the school, the Governing Body of St Mary's believe that all members of the school community should be esteemed, cared for, treated courteously and encouraged to make their unique contribution. **Within our Christian ethos of love, forgiveness and justice for each person as a valued child of God, we aim to develop understanding and respect for each other's faith, culture and language, and to teach, exemplify and uphold equal opportunities for all.**

4. Action Plan to address the General Duty to promote race equality

	Actions	By whom	Start	Finish	Evidence that it is completed
i. promote equality of opportunity	<ul style="list-style-type: none">• Staff training• Policy review• Monitoring	<ul style="list-style-type: none">• SMT• All staff• SMT	Ongoing, following policy schedule		
ii. Eliminate unlawful discrimination	Adherence to related policies and procedures	All staff	As and when necessary.		
iii. Eliminate racist harassment	Adherence to related policies and procedures.	All staff	As and when necessary.		
iv. Promote good relations between ethnic groups	PSHE prog. Curriculum review inc. History, Geog, RE & Circle Time	Relevant curriculum leaders.	Ongoing		
Other actions required (please list)					

5. How policies and practice are monitored

- Recruitment and Retention: The Appointment Process requires us to send out an Ethnicity Monitoring Form with each application pack. These forms should be returned to school with any completed application. Copies will be retained by the school and originals returned to Schools Personnel for their own monitoring purposes.
- Pay: We have adopted the LA Pay Policy and purchase the LA Personnel services. This includes administration of appointments.
- Exclusions: Our exclusions policy requires information to be recorded re: Ethnicity.

- Anti-Racism: Racist incidents are dealt with and recorded by the senior management team. We submit a termly report to the LA re: Racist Incidents. These are monitored by the Head Teacher and reported to the governing body.
- Complaints: Our Complaints procedures and Staff Discipline Policy follow the LA guidance. The Head Teacher monitors these against anti-racist criteria.
- Anti-Harassment: This policy follows the LA guidance. The Head Teacher monitors these against anti-racist criteria.
- Anti-Bullying: See anti-racism.
- Behaviour and Discipline: The senior management team monitor the implementation of this policy through the agenda for SLT meetings. Concerns around certain pupils are also discussed at class ECM meetings each half-term. Specific needs are then referred to the Behaviour coordinator.

6. How information gathered is used

Information is used by the Head Teacher, SMT, Leadership Team and Class Teachers to identify concerns. These are discussed with class teachers, subject managers or at SMT meetings as appropriate, in order to ensure that our Equalities Policies are being adhered to. Subject leaders are required to consider ethnicity when analysing data re: achievement.

7. Policy development

This policy is reviewed annually includes analysis of current practice, legislative changes (including changes to the National Curriculum and recommendations from government), discussion about implications, practice and actions to be taken.

8. Annual reporting will occur as follows:

- Reports to governors through Headteacher reports
- Reports to the LA when requested

Appendix 2: Disability Equality (Sec 2006/Primary/Special 2007)

1. Introduction

This plan sets out how St Mary's CE Primary School will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

This plan addresses our specific duties under the Disability Discrimination Act 2005. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

2. Consultation with & Involvement of disabled people

The scheme was written by the Assistant Headteacher/SENCo who consulted with disabled people in its formulation by working closely with Victoria Special School outreach team and also with parents of disabled pupils in school. The outcomes of this were our Accessibility and Inclusion plans.

3. Impact Assessment

The following policies/plans have been assessed in regard to the general duties under the Disability Discrimination Act 2005 and the Special Educational Needs and Disability Act 2001.

All policies include the following Ethos Statement:

In accordance with the aims of the school, the Governing Body of St Mary's believe that all members of the school community should be esteemed, cared for, treated courteously and encouraged to make their unique contribution. **Within our Christian ethos of love, forgiveness and justice for each person as a valued child of God, we aim to develop understanding and respect for each other's faith, culture and language, and to teach, exemplify and uphold equal opportunities for all.**

4. Action plan to address the General Duty to promote disability equality

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Promote equality of opportunity between disabled persons and other persons	Accessibility Plan, Provision Plan and Inclusion Plan	SENDCO and SMT	On-going		
ii. Eliminate unlawful discrimination	Staff training	SENDCO	ongoing		
iii. Eliminate harassment related to disabilities	Staff training Review of relevant curriculum policies.	Outreach team. All staff.	ongoing		
iv. Promote positive attitudes to disability	Review of displays. Audit of library resources. PSHE T & L.	SENDCO & all staff	ongoing		
v. Encourage participation by disabled people	Inclusion policy. Staff training IEP and statement reviews	SENDCO & TA support	Ongoing		
vi. Take steps to take account of disabled people's disabilities	Staff training Links with outreach.	SENDCO & outreach team	Ongoing		
Other actions required (please list)					

5. Accessibility Plan, as required by the Special Educational Needs and Disability Act (SENDA) 2001

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Improvements in access to the curriculum	Accessibility Plan, Provision Plan and Inclusion Plan. SEN review meetings. Purchasing of equipment relevant to children's needs.	SMT SENDCO CTs	Ongoing		
ii. Physical improvements to increase access to education and associated services	Accessibility Plan Evaluation of classroom layout. Liaison with external agencies. Compliance with statutory requirements.	SMT CTs SENDCO SMT	Ongoing		
iii. Improvements in the provision of information in a range of formats for disabled pupils	Staff training. Purchasing equipment for specific needs, e.g. sloping boards, laptops, triangular pencils.	SMT SENDCO	Ongoing		

6. How policies and practice are monitored

Accessibility Plan: This plan evaluates the current accessibility for people with a disability using our school site. Action plans as necessary to ensure that, wherever possible, we provide equal access for people with disabilities.

Inclusion Plan: The SENDCO monitors the inclusion of all pupils and ensures that our inclusion plan is reflected in actual working practices.

Provision Plan: The SENDCO works with school staff to provide provision plans for pupils who need something put in order for them to access the whole curriculum.

6. How information gathered is used

Information is used by the Head Teacher, SMT, Leadership Team and Class Teachers to identify concerns. These are discussed with class teachers, subject managers or at SMT meetings as appropriate, in order to ensure that our Disability Equality Policy is being adhered to.

7. Policy development

This policy is reviewed annually includes analysis of current practice, legislative changes (including changes to the National Curriculum and recommendations from government), discussion about implications, practice and actions to be taken.

Appendix 3 - Gender Equality

1. Introduction

This plan sets out how St Mary's CE Primary School will work to promote gender equality.

This plan addresses our specific duties under the Equality Act 2010 and forms part of our general equality scheme.

2. Involvement of Stakeholders

The school has previously consulted with stakeholders and took account of relevant information in order to determine its gender equality objectives.

(3. Gender monitoring of pupil performance)

Information is available to the school for analysis:

-The DfE provides the online 'Analysing School Performance' resource. This details achievements for gender and is evaluated by our SMT. Many of the school's improvement priorities in recent years have sought to address performance gaps between boys and girls. This information enables us to compare performance with the national averages.

-Our Local Authority provides data which enables us to compare results with other Birmingham schools and our family group i.e. similar Birmingham schools.

-Class data and individual pupil data is collected and analysed by class teachers and subject leaders three times each year i.e. Autumn, Spring and Summer.

4. Impact Assessment

All policies include the following Ethos Statement:

In accordance with the aims of the school, the Governing Body of St Mary's believe that all members of the school community should be esteemed, cared for, treated courteously and encouraged to make their unique contribution. **Within our Christian ethos of love, forgiveness and justice for each person as a valued child of God, we aim to develop understanding and respect for each other's faith, culture and language, and to teach, exemplify and uphold equal opportunities for all.**

Related policies:

Whistle Blowing; Recruitment; Pay; Complaints; Staff Discipline; Anti-Harassment; Anti-Bullying; Behaviour and Discipline

Action plan to address the General Duty to promote Gender Equality

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Promote equality of opportunity between girls & boys, men & women	Staff training. Policy review. Review of monitoring systems.	SMT All staff SMT	Ongoing		
ii. Eliminate unlawful discrimination	Policy & procedures review	All staff	Ongoing		
iii. Eliminate sexist & sexual harassment	Policy & procedures review	All staff	Ongoing		
iv. Address causes of any gender pay gap	N/A	N/A	N/A		
v. Other actions required (please list)					

Appendix 4 - Contact details for further information or support

Birmingham City Council, Equality and Diversity, Congreve House, Congreve Passage, BIRMINGHAM, B3 3DA.

Tel: 0121 303 2545

Fax: 0121 233 9117

Email: equalities@birmingham.gov.uk

Website: www.birmingham.gov.uk/equalities