St Mary's C E Primary School

Equality, Equity and Anti-Racism Policy (including Equality Statement and Objectives)

"Live, Love and Learn Together in the Light of the Life of Christ"

Rooted in Ephesians 5:8–11, 13–14

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Equality Objectives

Equality Impact Assessment

^ An update regarding progress in achieving the objectives is required to be published annually.

The Equality Act 2010 requires public bodies, in carrying out their functions, to have due regard to the need to:

- *eliminate discrimination and other conduct that is prohibited by the Act.*
- *advance equality of opportunity between people who share a protected characteristic and people who do not share it.*
- *foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.*

In the development of this policy due regard has been given to achieving these objectives.

1. Statement of Intent

1.1 St Mary's C E Primary School, guided by our Christian vision to *Live, Love and Learn Together in the Light of the Life of Christ*, is committed to creating an equitable and inclusive environment where every child and adult is known, valued and supported to flourish academically, socially, emotionally and spiritually. We recognise the God-given worth of every individual and strive to ensure that all members of our community experience a genuine sense of belonging and are able to participate fully in school life.

1.2 St Mary's is committed to being an actively anti racist, inclusive and equitable school. We recognise that equality is not about treating everyone the same; true equality requires equity understanding and responding to individual identity, background, need and lived experience so that every member of our community can flourish.

1.3 This policy aims to eliminate prejudice, unlawful discrimination, and victimisation within the school, its community and workforce.

1.4 We acknowledge that structural inequalities and historic discrimination continue to affect outcomes for groups with protected characteristics. We therefore commit to identifying, addressing and reducing these barriers through evidence based practice, courageous conversations and transparent monitoring.

1.5 The School recognises that certain groups have historically faced discrimination based on protected characteristics such as race, gender, disability, religion/belief, sexual orientation, or age and is dedicated to addressing these issues.

1.6 We recognise that discrimination, harassment and prejudice related behaviour are safeguarding concerns under Keeping Children Safe in Education (2024). All incidents will be addressed promptly, consistently and restoratively.

1.7 This policy will be regularly reviewed and revised as knowledge, practise, and provision evolve.

1.8 We recognise intersectionality, that individuals may experience overlapping forms of disadvantage and we commit to ensuring that our policies and practices reflect this understanding.

2. Legislative Framework

2.1 This policy is compliant with the Equality Act 2010, which provides a single legal framework with three broad duties: to eliminate discrimination, advance equality of opportunity, and foster good relations. The Act makes it unlawful for a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education, access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

2.2 This policy reflects the DfE's 'Equality Act 2010: Advice for Schools' (updated 2024) and the requirements of Keeping Children Safe in Education (2024), which identifies discriminatory behaviour as a safeguarding concern.

2.3 The policy also takes into account other relevant legislation, including the UN Convention on the Rights of the Child, UN Convention on the Rights of Persons with Disabilities, the Human Rights Act 1998, and the Special Educational Needs Regulations 2014.

2.4 The Public Sector Equality Duty (PSED) requires the School to prepare and publish equality objectives and information to demonstrate compliance with the general duty set out in the Equality Act 2010.

2.5 The policy also considers the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

2.6 The protected characteristics under the Equality Act 2010 are:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender people);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation;
- Marriage and civil partnership (for employees).

2.7 Various other school policies should be considered alongside this policy including but not limited to:

- Special Educational Needs and Disabilities (SEND) Policy;
- Supporting Pupils with Medical Condition Policy;
- Attendance Policy;
- Relationships, Sex and Health Education (RSHE) Policy;
- School Uniform Policy;
- Admission Policy;
- Behaviour Policy;
- Child Protection and Safeguarding Policy;
- Complaints Policy.

This policy aligns with Brent's Anti Racist Schools Framework and the Leeds Beckett University Anti Racist School Award, ensuring our practice is reflective, evidence based and continually improving.

3. Principles and Aims

3.1 The School values all employees, learners, potential learners, and their parents/carers equally, recognising the inherent dignity and God-given worth of every individual and celebrating the diversity of their background and experiences.

3.2 Our policies and procedures will actively promote equity, ensuring fair outcomes for all and fostering a strong sense of belonging.

3.3 At St Mary's we recognise that equality is not about treating everyone the same. Equality means understanding and responding to individual needs so that every child and adult can flourish. We are committed to removing barriers to participation, learning and achievement and ensuring that all members of our community are able to live, love and learn together in the light of the life of Christ. We are committed to equity, ensuring that pupils and staff receive the specific support, resources and opportunities they need to thrive. This includes ensuring representation in curriculum materials, displays, leadership, governance and wider school life.

3.4 We recognise that barriers to participation and achievement may arise from special educational needs and disabilities (SEND), English as an Additional Language (EAL), social, emotional or mental health needs, medical needs, disability, socio-economic disadvantage or other circumstances. Through high-quality teaching, reasonable adjustments and targeted support, we seek to ensure equitable access to learning and opportunities for all. We will ensure that our curriculum and resources do not reinforce stereotypes and that they reflect a broad range of cultures, identities and perspectives. Curriculum leaders will audit subjects annually for representation, bias and cultural relevance.

3.5 We will take into account differences in life experience, outlook, and background, addressing barriers and disadvantages people may face due to their race, gender, disability, religion/belief, sexual orientation, or age.

3.6 The School is committed to promoting race equality, disability equality, and gender equality.

3.7 Transgender people are explicitly covered by this policy, with the School respecting confidentiality and providing a supportive environment.

3.8 The School is opposed to all forms of prejudice and recognises that children and young people who experience prejudice-related discrimination may not fare well in the education system.

3.9 All staff will comply with equality legislation and regulations.

3.10 We will foster positive attitudes and relationships, ensuring that this is promoted in all policies and procedures reflecting our vision to live, love and learn together in the light of the life of Christ.

3.11 We will observe good equalities practice in staff recruitment, retention, and development, and ensure that all policies benefit all employees and potential employees.

3.12 The School aims to reduce and remove any inequalities and barriers.

3.13 We will ensure staff promote an inclusive ethos, challenge inappropriate language, discrimination, and support pupils with additional needs.

4. Roles and Responsibilities

4.1 The School Governing Body will ensure compliance with equality legislation, publish equality objectives, conduct impact assessments, and scrutinise diversity data.

4.2 The School Governing Body will ensure equal opportunities in staff recruitment, promotion, and professional development, and consider the diversity profile when recruiting new staff.

4.3 The Senior Leadership Team will implement the policy, ensure that staff receive appropriate training, and challenge discriminatory practices.

4.4 The School employees will be mindful of harassment or bullying, challenge bias and stereotyping, promote equality and good relations, and monitor pupils' progress and academic needs to ensure that appropriate support is in place.

4.5 All staff will keep up to date with equality legislation.

5. Uniform/Dress Policy

5.1 The School will ensure that uniform policies do not discriminate based on protected characteristics such as race, gender, disability, religion/belief, sexual orientation, or age

5.2 We will be sensitive to the needs of different cultures, races and religions and act reasonably in accommodating these needs, without compromising important school policies, such as those relating to safety or discipline.

6. Promoting Equity, Diversity, and Belonging (EDB)

6.1 The School will actively seek feedback to understand staff feelings and create a more supportive environment, increasing the visibility of diverse role models and representation of underrepresented groups.

6.2 We take an explicitly anti racist approach, recognising that racism can be individual, institutional or structural. We commit to challenging racism in all its forms and ensuring that our systems, curriculum and culture promote racial justice.

6.3 The School will track and monitor EDB data on vacancies, leavers, promotions, flexible working, and professional development to ensure equitable opportunities. Data on behaviour, exclusions, attendance, attainment and participation will be analysed by ethnicity, gender, SEND and other characteristics to identify and address inequities.

6.4 The School will promote a culture of belonging where every member of the St Mary's family is known, valued, respected and supported to flourish. This includes ensuring that pupils, staff and families feel welcomed, included and able to participate fully in school life.

6.5 We will ensure language in policies and documents is inclusive and encompasses its ethos and commitment.

6.6 The School will adopt an inclusive leadership framework.

6.7 The School aims for its staff to feel respected, valued, safe, and have a sense of belonging, and will collect and track data on both diversity and inclusion.

6.8 The School will equip all leaders with knowledge of its leadership framework, common EDB language, and inclusive behaviours.

6.9 The School will implement a program of professional development, including allyship, unconscious bias, and managing difficult conversations.

6.10 New staff will be inducted into the culture of the School.

6.11 All new senior leaders will access high-quality inclusive leadership training within 12 months, and all staff will complete basic equality and diversity training at least every 2 years,

6.12 The school curriculum will actively promote diversity, positive relationships and equality of opportunity while challenging discrimination, prejudice and stereotypes. Pupils will encounter a broad range of voices, experiences, cultures and perspectives that reflect modern Britain and the wider world. Through our curriculum and collective worship, pupils will be encouraged to become courageous advocates who value, respect and serve others.

6.13 Teachers will receive training to deliver a culturally responsive curriculum.

6.14 Curriculum leaders will complete an annual audit to ensure that teaching materials, texts, images and examples reflect diverse identities and do not perpetuate stereotypes. Pupils will encounter authors, scientists, theologians, artists and historical figures from a wide range of backgrounds.

6.15 We will incorporate awareness and cultural events into the school curriculum and celebrate them with parents and the wider community.

6.16 Given the diversity of our community, the school will seek to remove barriers arising from language and communication differences. Information will be provided in accessible formats where appropriate, and support will be offered to help pupils and families engage fully in school life.

7. Anti Racist Practice at St Mary's

At St Mary's C E Primary School, we are committed to being an actively anti racist community. Guided by our Christian vision to Live, Love and Learn Together in the Light of the Life of Christ, we recognise that racism, whether overt, subtle, structural or unconscious, causes harm, affects wellbeing and undermines a child's sense of belonging. We therefore take a proactive, evidence based and courageous approach to identifying, challenging and dismantling racism in all its forms. We acknowledge that racism is a safeguarding concern under Keeping Children Safe in Education (2024) and that discriminatory behaviour must be addressed with clarity, consistency and compassion. All racist incidents are recorded, monitored and reported to governors, with patterns analysed to ensure that no child or adult is disadvantaged because of their race, ethnicity or cultural heritage. We recognise that racism can be individual, institutional and structural. As part of our commitment to the Brent Anti Racist Schools Framework and the Leeds Beckett Anti Racist Award, we work to ensure that our curriculum, policies, systems and culture promote racial justice, representation and belonging. This includes:

• Curriculum representation, ensuring that pupils encounter diverse authors, scientists, theologians, artists and historical figures and that resources do not reinforce stereotypes.

• Culturally responsive teaching, equipping staff to understand how identity, language, culture and lived experience shape learning.

• Data driven equity, analysing behaviour, exclusion, attendance, attainment and participation data by ethnicity to identify and address inequities.

• Staff training in inclusive practice, active bystander approaches and confidently challenging bias and discrimination, providing ongoing professional development to ensure staff feel equipped to romote equity, respect and racial justice in all aspects of school life.

• Inclusive leadership, ensuring leaders model anti racist behaviours and decision making, and that recruitment, retention and promotion processes are fair, transparent and representative.

• Pupil voice, ensuring that children's lived experiences, perspectives and identities shape school improvement, curriculum design and pastoral systems.

• Family and community partnership, working with parents, carers and community groups to build trust, celebrate cultural heritage and strengthen belonging. We recognise intersectionality that individuals may experience overlapping forms of disadvantage and we commit to ensuring that our policies and practices reflect this understanding. We also recognise that anti racism is not a one off action but a continuous process of reflection,

learning and improvement. Through this work, we aim to ensure that every child and adult at St Mary's feels safe, seen, valued and supported to flourish, and that our school is a place where racial justice, dignity and belonging are lived out daily in the light of Christ.

8. Employment

8.1 St Mary's C E Primary aims to employ a workforce that reflects the community it serves.
8.2 No employee or applicant will be disadvantaged due to conditions or requirements not related to the job.
8.3 Staff will treat each other fairly and respectfully with compassion, dignity and respect.
8.4 Reasonable adjustments will be made to working arrangements and premises to ensure equal access for all,
8.5 All staff will receive relevant equality and diversity training, commencing at induction.

9. Monitoring and Review

9.1 This policy will be reviewed at least every three years and will be considered annually to ensure alignment with legal requirements and best practices.
9.2 Equality data will be reviewed termly by senior leaders and reported to governors. An annual Equality Statement update will be published on the school website in line with the Public Sector Equality Duty
9.3 We will report annually on progress made in achieving the equality objectives and the objectives will be revied at least every four years.
9.4 Published data might include school performance, anti-bullying policies, school development plans, equality milestones, and curriculum materials,

10. Complaints

10.1 Staff who believe they have suffered discrimination, harassment, or victimisation can raise the matter through the School's Grievance Procedure.
10.2 Concerns from anyone not employed by the School's should be raised following the School's Complaints Policy.
10.3 The School will take any allegation of discrimination, harassment, or victimisation very seriously and will take disciplinary action if necessary.
10.4 All racist incidents will be recorded, monitored and reported to governors. Responses will be consistent, transparent and rooted in restorative practice.

Equality Objectives

St Mary's C E Primary School has adopted the Equality Objectives listed below. Progress on achieving these will be reported annually.

OBJECTIVE 1
To ensure that all pupils, including those with SEND, EAL and other vulnerabilities, can access the curriculum and participate fully in school life.
Aim
To remove barriers to learning and participation so that all pupils can flourish and achieve their potential.
SMART Goals
Specific: Further develop inclusive classroom practice through the consistent use of adaptive teaching strategies, visual supports, scaffolds and reasonable adjustments to meet the needs of pupils with SEND, EAL and other identified vulnerabilities. **Measurable**: • Pupil participation data will demonstrate that pupils with SEND, EAL and those in receipt of Pupil Premium access enrichment opportunities at rates broadly comparable to their peers. • Annual pupil voice surveys will show that at least 90% of pupils report feeling safe, valued and included within the school community. • Attendance data for identified vulnerable groups will show year-on-year improvement. • Learning walks and monitoring activities will demonstrate that agreed inclusive classroom strategies are consistently evident in all classes. **Achievable**: • Staff will receive ongoing professional development in adaptive teaching, SEND, EAL and inclusive practice. • School leaders will monitor inclusion through learning walks, book looks, pupil voice and analysis of participation and attendance data. • Barriers identified through monitoring will be addressed through targeted support and reasonable adjustments. **Relevant**: • Supports the school's vision to Live, Love and Learn Together in the Light of the Life of Christ by ensuring every child is known, valued and able to flourish.

- Reflects the needs of St Mary's diverse community, including pupils with SEND, EAL and those experiencing disadvantage.

Time-bound:

- By July 2027, participation rates for pupils with SEND, EAL and Pupil Premium pupils in enrichment activities will be in line with, or improving towards, those of their peers.
- By July 2027, pupil voice surveys will demonstrate that at least 90% of pupils feel included and have a strong sense of belonging within the school.
- Progress towards these targets will be reviewed annually and reported to governors as part of the school's Equality Objectives update.

Possible Success Criteria

- Increased participation of SEND pupils in enrichment activities.
- Improved attendance of vulnerable groups.
- Positive pupil voice regarding inclusion and belonging.
- Reduction in identified barriers to curriculum access.

Progress Updates

Progress will be reviewed termly and reported annually to governors as part of the school's Public Sector Equality Duty reporting.

OBJECTIVE 2

To strengthen the sense of belonging experienced by pupils, staff and families.

Aim

To ensure all members of the St Mary's community feel known, valued, respected and included.

SMART Goals

Specific: Develop opportunities for meaningful engagement between pupils, staff, parents and the wider community and ensure that all members of the school community understand and contribute to a culture of respect, inclusion and belonging.

Measurable:

- Annual pupil, parent and staff surveys will show that at least 90% of respondents feel welcomed, respected and included within the school community.

- Participation in school events, workshops, celebrations and community activities will increase year on year.
- Pupil voice activities will demonstrate that children can articulate how the school's vision supports inclusion and belonging.
- Records of parental engagement will show increased participation from a broad range of families across the school community.

Achievable:

- Leaders will provide regular opportunities for consultation through pupil voice groups, parent forums and staff surveys.
- The school will continue to promote inclusive community events, such as Friendship Fridays, curriculum celebrations, worship events and family engagement opportunities.
- Feedback gathered from stakeholders will inform school improvement planning and actions.

Relevant:

- Supports the vision to Live, Love and Learn Together in the Light of the Life of Christ by promoting dignity, respect and a sense of belonging for all.
- Contributes to the school's commitment to inclusion, wellbeing and community cohesion.
- Supports pupils' spiritual, moral, social and cultural development.

Time-bound:

- By July 2027, at least 90% of pupils, staff and parents responding to surveys will report that they feel welcomed, respected and part of the St Mary's community.
- By July 2027, participation in community engagement activities will have increased from the 2025-26 baseline.
- Progress towards this objective will be reviewed annually and reported to governors.

Possible Success Criteria

- Positive pupil, staff and parent survey responses.
- Increased participation in community events.
- Evidence of strong relationships across the school community.
- Positive feedback from SIAMS, Ofsted and stakeholder surveys.

Progress Updates

Progress will be reviewed termly and reported annually to governors as part of the school's Public Sector Equality Duty reporting.

OBJECTIVE 3

To equip al staff with the knowledge and skills to become effective inclusive leaders and allies.

Aim

To ensure that all staff, and especially leaders, are competent in promoting equity, diversity, and belonging in all aspects of their work.

SMART Goals

Specific: Provide professional development programs including allyship, unconscious bias, and managing difficult conversations.

Measurable: Track the number of staff completing EDB training and measure their confidence in applying the training.

Achievable: Implement a universal and targeted program of professional development for all staff and support the establishment of staff networks.

Relevant: Directly addresses the need for ongoing training and development.

Time-bound: All new senior leaders will access high-quality inclusive leadership training within 12 months, and all staff will complete basic EDB training at least every 2 years.

Possible Success Criteria

- 100% of new senior leaders complete high-quality inclusive leadership training within 12 months of appointment.
- 100% of staff complete basic EDB training every 2 years.
- Establishment of at least one active staff network.
- Increased staff participation in professional development related to EDB.

Progress Updates

Progress will be reviewed termly and reported annually to governors as part of the school's Public Sector Equality Duty reporting.

OBJECTIVE 4

To ensure the school curriculum actively promotes diversity, positive relationships, and challenges discrimination and stereotypes.

Aim

To provide all pupils with inclusive curriculum that reflects diverse cultures, experiences and perspectives and prepares them for a diverse world, while also challenging stereotypes, assumptions, and biases.

SMART Goals

Specific: Provide training to teachers on delivering a culturally responsive curriculum and establish an EDB curriculum network to share effective practices.

Measurable: Track the implementation of EDB themes in the curriculum and assess teachers' confidence in delivering it.

Achievable: Develop resources and guidance to implement a culturally responsive curriculum and support teachers in using the materials.

Relevant: Directly addresses the need to integrate EDB into the core educational experience.

Time-bound: Teachers will annually report high confidence in planning and delivering culturally responsive teaching.

Possible Success Criteria

- Teachers report high confidence in planning and delivering culturally responsive teaching annually.
- Increased presence of diversity and inclusion within school curriculum materials, lessons, and faith assemblies.
- Increased acknowledgement and celebration of diverse cultural events with pupils, parents, and the wider community.
- Increased reporting of good practice in the EDB curriculum network.

Progress Updates

Progress will be reviewed termly and reported annually to governors as part of the school's Public Sector Equality Duty reporting.

Equality Impact Assessment

This document should be completed when developing or reviewing all policies and procedures.

Stage 1 – The policy/procedure

Title of policy/procedure	
Department responsible for the policy/procedure	
Is it a new or previously approved policy/procedure?	
If previously approved, what was the date?	
Name and role of assessor(s)	

Stage 2 – Further information

1. Describe the main aims, objectives and purpose of the policy/procedure	
2. Who is expected to benefit from this policy/procedure?	
3. Which individuals/groups/organisations have been consulted^ regarding this policy/procedure (name and roles)?	

^ If any further consultation would be beneficial in ensuring that there is no adverse impact, this should be done prior to the policy/procedure being submitted to the approving body.

Stage 3 – Assessing the impact on different groups of people

In the checklist within this document please indicate whether (and how) the policy/procedure affects particular groups of people (primarily 'Equality Target Groups') compared to others. Please complete the checklist, noting the following guidance:

Positive impact: a policy or practice where the impact on a particular group of people is more positive than for other groups, e.g., accessible website design. It can also include legally permitted positive action initiatives designed to improve workforce imbalance, such as job interview guarantee schemes for disabled people.

Negative impact: a policy or practice where the impact on a particular group of people is more negative than for other groups, e.g., where the choice of venue for a staff social occasion precludes members of a particular faith or belief group from participating. Neutral impact: a policy or practice with neither a positive nor a negative impact on any group or groups of people compared to others.

Stage 4 – Confirming completion of the Assessment

Confirmation of completion of the equality impact assessment process by the manager who is responsible for developing or reviewing the policy/procedure.

Name:

Role: