



St Mary's CE First Academy A Member of the St Chad's Academies Trust

We love and value each member of the St. Mary's family as precious individuals. Our outward-looking curriculum enables everyone to embrace life in all its fullness while celebrating the everyday and the unique. Through our Christian values of belief, respect and friendship we:

*'Shine as a Light in the World'.
Matthew 5:16*

Belief, Respect, Friendship

POLICY STATEMENT EQUALITY AND DIVERSITY

"Recognition of the inherent dignity of the equal and inalienable right of all members of the human family is the foundation of freedom, Justice and Peace in the world."

United Nations Declaration of Human Rights

1 Introduction

- 1.1 In the overall statement of aims for St Mary's, it is noted that we wish to ensure that every pupil is made aware that they are precious and unique and have an important contribution to make to the life of the academy and that contribution is valued by all others.

The purpose of this policy is therefore:

Ensure the illegality of discrimination, where any pupil or employee, is treated less favourably than others on the grounds of gender, race, class, religion or physical disability.

Acknowledge the existence of discrimination and commitment to the provision of equal opportunities and entitlement to all in our academy.

- 1.2 The following statements, taken from National Curriculum Council Document 3, indicate the necessity for a whole academy policy and some indication for its implementation

"In order to make access to the whole curriculum a reality for all pupils, academies need to foster a climate in which equality of opportunity is supported by a policy to which the whole academy subscribes and in which positive attitudes to gender equality, cultural diversity and special needs of all kinds are actively promoted."

"The ethos of the academy of the academy should support this policy by countering stereotypes and prejudice, reducing the effects of discrimination and helping pupils to accept and understand social diversity."

St. Mary's is a Church of England Academy that is committed to serving its community.

"Church of England Academies are established primarily for the communities they are located in. They are inclusive and serve equally those who are of the Christian faith, those of other faiths and those with no faith,"

This Single Equality and Diversity Scheme for St. Mary's CE First Academy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

Legal framework

1. 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 (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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

- 4 In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and/or gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their family make-up or daily living experience

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 kinds 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 recognized
- gender, so that the different needs and experiences of girls and boys, women and men, are recognized
- religion, belief or faith background
- sexual identity
- unintentional bias from living and working in a rural setting

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 people of all genders, sexual orientations and gender identities and an absence of sexual and/or 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, gender identity and sexual identity, and with full respect for legal rights relating to pregnancy, maternity and paternity.

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
- people of all genders and/or gender identities

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
- people of all genders and/or gender identities

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
- people of all genders and/or gender identities

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

5. The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

6. Ethos and organization

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.
- addressing prejudice and prejudice-related bullying

7. The academy is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:

- prejudices around disability and special educational needs

- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Gypsies, Roma or Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting gender, sexism and/or homophobia.

8. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our academy and how they are dealt with.

Roles and responsibilities

9. The LAC is responsible for ensuring that the academy complies with legislation, and that this policy and its related procedures and action plans are implemented.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work
- refrain from personal bias impacting any decisions made

Information and resources

We ensure that the content of this policy is known to all staff and LAC and, as appropriate, to all pupils and their parents and carers.

All staff and LAC should have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, guardians and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as a whole academy.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other academy policies are dealt with, as determined by the principal and governing body.

Reviewed March 2025

Signed:



Chair of LAC

Date:

8 APR 2025

7 OCT 2025

