



# St Margaret's CE VA Primary School: Equality Policy

**Policy Status:** Statutory

## 1. Introduction

•  
**Purpose:** This policy aims to ensure that St Margaret's CE VA Primary School promotes equality of opportunity and fosters good relations across all aspects of school life. We are committed to creating a learning environment where everyone is treated with respect and dignity, free from discrimination, harassment, and victimisation. This policy reflects our Christian values of respect, thankfulness, forgiveness, perseverance, responsibility, and truthfulness, as well as our vision to "Learn to love, love to learn, strive to serve."

•  
**Legal Framework:** This policy is underpinned by the Equality Act 2010, which protects individuals from discrimination based on the following protected characteristics:

- Age (as employees)
- Disability
- Gender Reassignment
- Marriage and Civil Partnership (as employees)
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

•  
**School Context:** As a one form-entry Church of England Primary School in Sandwell, West Midlands, we recognise the diverse backgrounds of our pupils and community. This policy aims to address the specific needs of our school context, including our most vulnerable populations. Our recent OFSTED inspection highlighted the school's inclusive environment and positive relationships; this policy builds on those strengths.

•  
**Policy Aims:**

- To eliminate unlawful discrimination, harassment, and victimisation.
- To advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- To foster good relations between people who share a protected characteristic and people who do not share it.
- To create an inclusive and supportive learning environment for all pupils, staff, parents, and visitors.



- To ensure that all school policies and practises are fair, equitable, and non-discriminatory.

•

## 2. Roles and Responsibilities

•

### **Governing Body:**

- Overall responsibility for ensuring the school complies with equality legislation.
- Monitoring the effectiveness of this policy.
- Ensuring adequate resources are allocated to support equality initiatives.

•

### **Headteacher:**

- Day-to-day responsibility for implementing this policy.
- Promoting a culture of equality and respect throughout the school.
- Addressing any incidents of discrimination, harassment, or victimisation promptly and effectively.

•

### **Senior Leadership Team (SLT):**

- Supporting the Headteacher in implementing this policy.
- Ensuring that equality considerations are integrated into all school planning and decision-making.
- Monitoring the impact of school policies and practises on different groups of pupils and staff.

•

### **Staff (Teachers, Teaching Assistants, Support Staff):**

- Promoting equality and respect in the classroom and throughout the school.
- Challenging discriminatory behaviour and language.
- Providing inclusive teaching and learning experiences that meet the diverse needs of all pupils.
- Reporting any concerns about discrimination, harassment, or victimisation to the appropriate member of staff.
- Participating in relevant training and professional development.

•

### **Pupils:**

- Treating each other with respect and dignity.
- Challenging discriminatory behaviour and language.
- Reporting any concerns about discrimination, harassment, or victimisation to a trusted adult.

•

### **Parents/Carers:**

- Supporting the school's commitment to equality.
- Working in partnership with the school to address any concerns about discrimination, harassment, or victimisation.



- Promoting positive attitudes towards diversity and inclusion at home.

### **3. Implementation Strategies**

#### **Curriculum:**

- Ensuring that the curriculum is inclusive and reflects the diversity of our society.
- Providing opportunities for pupils to learn about different cultures, religions, and perspectives.
- Challenging stereotypes and promoting critical thinking about equality issues.
- Incorporating equality themes into all subject areas, where appropriate.
- Addressing sensitive issues in a respectful and age-appropriate manner.
- Using resources and materials that are free from bias and discrimination.

#### **Teaching and Learning:**

- Using a variety of teaching methods to meet the diverse learning needs of all pupils.
- Providing differentiated support and challenge to ensure that all pupils can achieve their full potential.
- Creating a classroom environment where all pupils feel valued and respected.
- Using inclusive language and avoiding stereotypes.
- Addressing any incidents of discrimination, harassment, or victimisation promptly and effectively.
- Implementing the recommendations from the OFSTED report to improve the quality of provision in early years, particularly in relation to writing and speech and language.

#### **Admissions:**

- Ensuring that the admissions process is fair and transparent.
- Adhering to the school's admissions policy, which is non-discriminatory.
- Making reasonable adjustments to accommodate pupils with disabilities.

#### **Behaviour Policy:**

- Ensuring that the behaviour policy is applied fairly and consistently to all pupils.
- Addressing any incidents of discriminatory behaviour promptly and effectively.
- Providing training for staff on how to deal with discriminatory behaviour.
- Using restorative justice approaches to address conflict and promote understanding.

#### **Staff Recruitment and Development:**



- Ensuring that the recruitment process is fair and transparent.
- Advertising vacancies widely to attract a diverse range of applicants.
- Providing training for staff on equality and diversity issues.
- Promoting equal opportunities for career development.

#### **Accessibility:**

- Making reasonable adjustments to ensure that the school environment is accessible to all pupils, staff, parents, and visitors.
- Providing information in accessible formats.
- Ensuring that school events and activities are accessible to all.

#### **SEND (Special Educational Needs and Disabilities):**

- Ensuring that pupils with SEND receive the support they need to access the curriculum and participate fully in school life.
- Working in partnership with parents/carers and external agencies to meet the needs of pupils with SEND.
- Following the SEND Code of Practice.

#### **Pupil Premium:**

- Using Pupil Premium funding to address the specific needs of disadvantaged pupils.
- Monitoring the impact of Pupil Premium spending on pupil outcomes.
- Providing targeted support to help disadvantaged pupils achieve their full potential.

#### **Community Engagement:**

- Working in partnership with the local community to promote equality and inclusion.
- Organising events and activities that celebrate diversity.
- Building relationships with community groups and organisations.
- Continuing the school's engagement in charitable work, reinforcing the Christian ethos.

#### **Key Questions for School Leaders:**

- How will we ensure that the curriculum is inclusive and reflects the diversity of our society?
- How will we address any incidents of discriminatory behaviour promptly and effectively?
- How will we make reasonable adjustments to ensure that the school environment is accessible to all?
- How will we use Pupil Premium funding to address the specific needs of disadvantaged pupils?

#### **4. Monitoring and Evaluation**



### **Data Collection:**

- Collecting and analysing data on pupil achievement, attendance, and behaviour by protected characteristic.
- Monitoring the representation of different groups of pupils and staff in different areas of school life.
- Using data to identify any disparities and inform action planning.

### **Policy Review:**

- Reviewing this policy annually to ensure that it is effective and up-to-date.
- Consulting with pupils, staff, parents, and other stakeholders during the review process.
- Making any necessary amendments to the policy in light of the review findings.

### **Reporting:**

- Reporting on the school's progress in promoting equality to the Governing Body and other stakeholders.
- Publishing information on the school's website about its equality objectives and how it is meeting them.

## **5. Addressing Discrimination, Harassment, and Victimisation**

### **Reporting Procedures:**

- Establishing clear and accessible reporting procedures for pupils, staff, parents, and visitors who experience or witness discrimination, harassment, or victimisation.
- Ensuring that all reports are taken seriously and investigated promptly and thoroughly.

### **Investigation Procedures:**

- Conducting investigations in a fair, impartial, and confidential manner.
- Gathering evidence from all relevant parties.
- Keeping the complainant and the alleged perpetrator informed of the progress of the investigation.

### **Sanctions:**

- Imposing appropriate sanctions on those found to have engaged in discrimination, harassment, or victimisation.
- Sanctions may include verbal warnings, written warnings, suspension, or exclusion (for pupils) or disciplinary action up to and including dismissal (for staff).

### **Support for Victims:**



- Providing support and counselling to victims of discrimination, harassment, or victimisation.
- Ensuring that victims feel safe and supported at school.

•

## **6. Training and Awareness Raising**

•

### **Staff Training:**

- Providing regular training for all staff on equality and diversity issues.
- Training should cover topics such as the Equality Act 2010, unconscious bias, inclusive teaching practises, and how to address discrimination, harassment, and victimisation.
- Providing specific training for staff in early years to strengthen support for children's learning, particularly in relation to writing and speech and language, as recommended by OFSTED.

•

### **Pupil Awareness Raising:**

- Incorporating equality and diversity themes into the curriculum.
- Organising assemblies, workshops, and other activities to raise awareness of equality issues.
- Empowering pupils to challenge discrimination and promote equality.

•

### **Parent/Carer Awareness Raising:**

- Providing information for parents/carers about the school's commitment to equality.
- Organising events and workshops to raise awareness of equality issues.
- Encouraging parents/carers to support the school's equality objectives.

•

## **7. Policy Review and Monitoring**

The policy will be reviewed annually by the Headteacher and the designated governor for equality, in consultation with staff, pupils, and parents. The review will consider the policy's effectiveness in promoting equality and addressing discrimination.

**Date of Last Review:** June 2025

**Date of Next Review:** June 2026

**Policy Author:** Stuart Jones

**Approved By:** Governing Body