

## **St Mary's C of E Primary School Equality Statement May 2026**

Public bodies such as schools have a duty, under the 2010 Equality Act, to ensure they promote equality within their organisation and this statement sets out how we endeavour to achieve this at St Mary's CofE Primary School. We consider this to be not just a legal duty but a moral one as well. A belief in the right of every single person to be treated with equal dignity and compassion alongside equal legal protection is fundamental to the ethos that underpins everything we do in school. We strive to provide a welcoming, safe and inclusive community underpinned by our Christian ethos; build a sense of belonging by growing strong, nurturing relationships shaped by Christian values; foster and grow a life-long curiosity and love of learning by providing a high-quality curriculum that is ambitious, broad, balanced and accessible to all and to enable children and adults to flourish mentally, academically, physically, spiritually and socially so they fulfil their potential.

This document sets out the school's equality and accessibility objectives and other information demonstrating how the school complies with its specific duties under the Public Sector Equality Duty, in particular with regard to sex, age, race, disability, religion or belief, sexual orientation (including marriage or civil partnership), gender reassignment, pregnancy or maternity. Our staff are also protected and supported in relation to pregnancy and maternity through HR policies.

The core equality aims of the school are:

1. Eliminating discrimination and other conduct prohibited by the Equality Act 2010
2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
3. Fostering good relations across all characteristics, between people who do share a protected characteristic and people who do not

<b>1. Eliminating discrimination and other conduct prohibited by the Equality Act 2010</b>	
<b>How the school is complying with its responsibilities</b>	<b>Evidence</b>
The school Accessibility plan is reviewed regularly and shared with staff where appropriate.	Accessibility Plan
The school ensures that reasonable adjustments are made for any staff member or pupil with a physical disability or mental health need to better meet their needs and ensure that any disadvantages they experience are addressed.	Accessibility Plan

Any disrespect for, or intolerance of, people of different faiths, cultures or ethnicities, sexual orientation or of people with disabilities, is always challenged directly.	Positive Behaviour and Anti-Bullying Policy (formerly behaviour policy) Staff Code of Conduct Whole school Code of Conduct
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**2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it**

<b>How the school is complying with its responsibilities</b>	<b>Evidence</b>
<p>The inclusive approach seen across the school is underpinned by Attached Aware Practice. The Teaching and Learning model highlights the importance of adaptive teaching to ensure that all children are able to access the curriculum and have success.</p> <p>Specialist teaching and adapted curriculum within the school's small group resource room.</p>	<p>Learning walk evidence Teaching and Learning Model Rainbow room Curriculum</p>
<p>The school uses data to assess ongoing progress, tracking different pupil groups to ensure that a focus is maintained on ensuring all children from all groups continue to make progress at least in line with their peers. Where necessary, additional support is put in place.</p>	<p>Pupil Progress meeting documents INSIGHT data termly Statutory measure outcomes</p>
<p>Reasonable adjustments are made to the whole school Positive Relationships policy to ensure that pupils with a disability under the Equality Act are not disadvantaged. Individual support plans are used to ensure a consistent approach by all adults for these pupils.</p>	<p>Positive Behaviour and Anti-Bullying Policy (formerly behaviour policy)</p>
<p>The school's safer recruitment policy ensures a consistent approach to recruitment for roles advertised internally to ensure that all staff are given equality of opportunity when applying for relevant roles.</p>	<p>Safer Recruitment Policy</p>

**3. Fostering good relations across all characteristics, between people who do share a protected characteristic and people who do**

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<b>How the school is complying with its responsibilities</b>	<b>Evidence</b>
<p>The curriculum is structured around half termly units of learning and provides opportunities for pupils to learn about, understand and celebrate different backgrounds, genders, cultures, faiths, abilities, ethnic origins and those with disabilities.</p> <p>Planning ensures that all pupils will have the opportunity to see examples of significant figures who represent them within the curriculum.</p>	<p>Curriculum overviews Curriculum planning Evidence from pupil voice activities</p>
<p>Age-appropriate materials and guidance are used to promote understanding of gender stereotyping and same sex relationships within the context of relationships and family life.</p>	<p>PSHE Curriculum overview (PSHE Association) Story books shared in classes</p>
<p>Children are encouraged to learn about and share aspects of the many cultures, nationalities, traditions, languages and faiths represented by our school families. Family members and members of the local community are welcomed into school to enable this.</p>	<p>Curriculum Overviews - RE Curriculum Planning</p>
<p>Worships planned to celebrate diversity, make links to British values and explore the importance of equality.</p>	<p>Worship planning document Pupil voice evidence Worship plans/slides</p>
<p>The school has achieved the Rights Respecting Silver Award and revisits training linked to this with staff to ensure that staff can role model and promote the fostering of good relationships built on respect across our community.</p>	<p>Rights Respecting Award Submission Rights Respecting Displays in School Worship planning documents Staff CPD sessions linked to Rights Respecting</p>

## Equality Objectives

The school has selected equality objectives that will improve the experience of pupil groups based on analysis and the identification of areas where there is potential for improvement.

<b>Eliminating discrimination and other conduct prohibited by the Equality Act 2010</b>			
<b>Objective</b>	<b>Actions</b>	<b>Lead Staff</b>	<b>Evidence</b>
To ensure equal opportunities for recruitment and staff development for individuals both with and without protected characteristics.	<ul style="list-style-type: none"> <li>• Provide unconscious bias training specifically tailored for recruitment for all members of the Senior Leadership Team (SLT) and the Governing Body.</li> <li>• Review application forms and ensure use of a standardised application form that redacts personal data before it reaches the hiring committee.</li> <li>• Ensure that interview panels include individuals of different genders, ethnicities, and backgrounds.</li> <li>• Provide transparent professional development pathways - open to all staff.</li> </ul>	HT IEB SBM	
Children with SEND are supported to take part in all trips, visits and extra-curricular activities.	<ul style="list-style-type: none"> <li>• Ensure that risk assessments specifically include a "Participation Plan" for children with SEND, documenting the specific equipment, transport, or 1:1 support needed to ensure they are not just present, but actively engaged.</li> <li>• Allocate a specific portion of the Pupil Premium or SEND budget to subsidise the cost of additional staff (TA) hours for after-school clubs.</li> <li>• Audit club attendance termly to ensure that the percentage of children with SEND participating in extra-curriculars is at least proportionate to the school's overall SEND population.</li> <li>• Create "Social Stories" and visual itineraries to support school visits or pre-visit sessions to talk through the</li> </ul>	DHT/SENCO	

	whole trip including transitions from transport to venue with pupils to reduce anxiety.		
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Advancing equality of opportunity between people who share a protected characteristic and people who do not share it			
Objective	Actions	Lead Staff	Evidence
To review provision for pupils with SEND to reduce attainment gap between them and their peers.	<ul style="list-style-type: none"> <li>• Conduct termly Learning Walks focused specifically on the engagement and progress of SEND pupils, providing immediate coaching to teachers on how to adapt "quality first" teaching.</li> <li>• Hold Pupil Progress Meetings specifically dedicated to SEND cohorts, where the SENCO and class teachers analyse the gap and re-allocate intervention resources (such as 1:1 phonics or "Pre-teaching" sessions) every six weeks.</li> <li>• Ensure that all staff use dual coding strategies (combining words with visuals) across all displays and learning mats to reduce cognitive load and help pupils retain information more effectively.</li> </ul>	DHT/SENCO HT Class Teachers	
To increase Attendance of pupils with SEND so it is in line with their peers	<ul style="list-style-type: none"> <li>• Implement a "Soft Start" gate-to-classroom transition, allowing pupils with sensory or anxiety-related needs to enter the school 10 minutes early via a quieter entrance.</li> <li>• Designate a "Nurture Breakfast" space where these pupils can settle with a familiar adult, review their visual timetable, and regulate their emotions before formal lessons start.</li> <li>• Conduct "Child-Voice" Environmental Walks with persistently absent SEND pupils. Use these to identify "anxiety hotspots" and implement "reasonable adjustments," such as providing a permanent</li> </ul>	DHT/SENCO SC	

	<p>workstation in a quiet area or "exit passes" that allow the pupil to leave a room if they feel overwhelmed.</p> <ul style="list-style-type: none"> <li>● Appoint an Attendance Champion who monitors data weekly and contacts parents of SEND pupils at the first sign of a dip, offering "early help" rather than waiting for the local authority's formal attendance procedures to kick in.</li> <li>● Report on attendance in the fortnightly newsletter.</li> <li>● Provide half-termly updates on attendance to all families along with a covering letter to give context.</li> </ul>		
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<b>Fostering good relations across all characteristics, between people who do share a protected characteristic and people who do not</b>			
<b>Objective</b>	<b>Actions</b>	<b>Lead Staff</b>	<b>Evidence</b>
To further promote cultural understanding and awareness by valuing and celebrating the cultures, histories and religious beliefs of our school community, helping children to learn that difference and diversity are valued and welcome	<ul style="list-style-type: none"> <li>● When delivering the curriculum, include non-stereotypical images to challenge biases related to sex, ethnicity, culture, or religion.</li> <li>● Encourage cultural understanding and awareness by recognising the cultures, histories, and religious beliefs within our school community and elsewhere, helping children learn that differences and diversity exist and are accepted.</li> <li>● Map collective worship programme to ensure that a range of religious festivals are covered across the year.</li> <li>● Provide students with opportunities across the curriculum to reflect on similarities and differences when studying families, cultures, or countries that are distinct from their own.</li> <li>● Make sure resources in every subject reflect diverse backgrounds and abilities.</li> </ul>	HT DHT/SENCO Subject Leaders	

