



Equality Statement

The Governors and staff of St Mary's Primary School are committed to the principle and practice of equality of opportunity.

We have an inclusive ethos which means all staff, pupils and parents work together to ensure that everyone, regardless of race, gender, sexual orientation, disability or social background can thrive.

Alongside our commitment to valuing the cultural inheritance of all the pupils in the school we also develop our pupils understanding and appreciation of equality and diversity, in both the school and wider British society.

Through our PSHE, RE and assemblies, we ensure our pupils consider and value diversity and celebrate different cultural inheritances.

Pupils are taught to respect and celebrate difference and understand that everyone, regardless of race, gender, sexuality or disability has equal value. Staff model respect and understanding in all their dealings within school. Empathy and care for others are part of our core values.

We carefully monitor the progress of pupils who fall into particular groupings (Free School Meals, Girls, Boys, Special Educational Needs, English as an Additional Language) and put in place strategies within and outside of the class to ensure everyone achieves their best.

Review of the Equality Action Plan:

Equality Objectives/Action Plan

Link to Public Sector Equality Duty	Protected Characteristic / Equality Group	Aim	Objective	Target Group (s) e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to	Indicator of Achievement
All aims of duty	All	To explore unconscious bias training in school and with governors	To ensure staff	All pupils and staff	Explore training opportunities to understand unconscious bias	Senior Leadership Team, staff and Governors	March 2024	Pupils, staff and Governors are aware of the school's objectives and action plan (age appropriate)
All aims of duty	All	Ensure pupils have access to a range of role models through a planned series of assemblies/worship times	To develop awareness of people with disabilities through disability sport experiences	Whole School	Year groups take part in sports events supported by HP Activities to promote disability sport.	BJ	July 2024	Pupils evaluate visit and reflect upon learning - feedback to Governors
All aims of duty	All	To increase participation of disabled pupils in programmes and ensure representation on the programmes full reflect the school population in terms of race and gender	Disabled pupils participation and self-esteem is improved with participation and recognition on such programmes	SEN pupils	Recognise and represent the talents of disabled pupils in creative and sporting programmes Panathlon experience and interschool sport.	SLT	Termly Sept 2023 – July 2024	Pupils achieve and participate in a range of sporting opportunities
Review positive role models within the literature and curriculum to represent diverse communities.	All	To review literature and curriculum materials to ensure positive representation of a diverse community.	All pupils	All pupils	Monitor reading books and subject materials for representation and discuss with staff.	SLT		
Fostering good relations	Community	To improve understanding and to challenge stereotyping between for older members of the community	Increased positive attitudes towards each other	All year groups	Develop links with the community eg residential homes, community groups	Class teachers	July 2024	Regular visits in the community and by the community

Equalities Statement Review: Year-End Summary Report

Introduction

This year has been pivotal in advancing our commitment to equality and diversity within our school community. The following report highlights significant achievements and initiatives undertaken to promote inclusivity and understanding across various dimensions, including training, sports, literature, and intergenerational activities.

Unconscious Bias Training for Governors

To foster a more inclusive and equitable governance structure, all school governors participated in Unconscious Bias Training. This training aimed to raise awareness of subconscious prejudices and provided strategies to mitigate these biases in decision-making processes. Feedback indicates a positive shift in attitudes and an increased commitment to fairness and equality in school policies and practices.



Staff Training on Autism in Boys and Girls

Understanding the diverse needs of students is crucial for an inclusive educational environment. This year, our staff received specialised training on recognising and supporting autism in both boys and girls. The training emphasised the different ways autism can manifest in children of different genders and provided practical tools to create supportive and accommodating classroom settings. As a result, there has been a notable improvement in the engagement and participation of students with autism.

Promoting Understanding and Respect Through Visitors

To enrich students' cultural understanding and promote respect for diversity, we have hosted a range of visitors throughout the year. These included speakers from various cultural backgrounds, professionals with disabilities, and representatives from different faith communities. These interactions have broadened students' perspectives and fostered a more inclusive school culture. Evaluations suggest that students are more empathetic and respectful towards individuals from diverse backgrounds.

Increased Participation in Disability Sports

We have made significant strides in promoting inclusivity in sports, with a focus on disability sports. Our school proudly won the area Panathlon and was the runner-up in the North West Panathlon, showcasing the talents and determination of our students with disabilities. These achievements not only highlight our students' abilities but also promote a culture of inclusivity and equal opportunity in sports. The increased participation and success in these events have inspired a broader interest in disability sports among our students.



Reviewing Literature for Balanced Representation

A comprehensive review of the school's literature was conducted to ensure a balanced representation of diverse characters and positive role models. Books were selected to reflect a wide range of ethnicities, abilities, and life experiences. This initiative aims to provide students with relatable and inspiring figures from various backgrounds, fostering a sense of belonging and respect for diversity. Feedback from students and teachers suggests that the new selection of literature has been well-received and has positively influenced students' attitudes towards diversity.

Promoting Cross-Generational Understanding

Recognising the value of intergenerational learning, we have organized several visits that promote cross-generational understanding. These included interactions with local senior citizens, shared storytelling sessions, and collaborative projects. These activities have been instrumental in breaking down age-related stereotypes and building mutual respect between different generations. Students have gained valuable insights into the experiences and wisdom of older adults, enhancing their empathy and understanding.

Conclusion

This year has marked significant progress in our journey towards creating a more inclusive and equitable school environment. Through targeted training, inclusive sports programs, diverse literature, and intergenerational activities, we have made strides in promoting understanding and respect among students and staff. We are committed to continuing these efforts in the coming years to ensure that our school remains a place where every individual is valued and respected.

Future Goals

- Expand Training Programs - Continue and expand training programs to include more aspects of diversity and inclusion.
- Broaden Sports Participation – Further increase participation in various disability sports and ensure inclusive physical education for all students.
- Diversify Visitor Programs – Continue to invite a broader range of visitors to cover even more aspects of diversity and promote a richer cultural understanding, including gender and disability representation.
- Update Literature Regularly - Regularly review and update the literature available in school to reflect current and diverse perspectives.
- Enhance Intergenerational Programs - Develop more structured and frequent cross-generational activities to deepen mutual understanding and respect.

By focusing on these goals, we aim to build on our successes and continue fostering an environment where every member of our school community can thrive.

