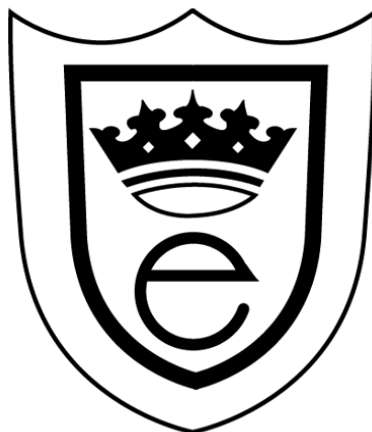


St Elizabeth's Catholic Primary School



Equalities Policy

School Mission Statement and Values

Our mission at St Elizabeth's Catholic Primary School is to educate our children to reach their full potential in the context of a Catholic community in which each individual shares, or is in sympathy with, the teachings of the Catholic Church and the Christian way of life.

Our core values of **equality, excellence, kindness, forgiveness, perseverance, friendship, courage, service and respect** were chosen by our pupils to be the overriding principles to which the whole school aspires, together with our golden rule, "Love one another as I have loved you" *John 13:34*.

We seek to make St Elizabeth's School a secure, happy and inclusive environment that is a place:

- of the highest quality teaching and learning;
- of compassion, co-operation and reconciliation;
- where each child is seen and appreciated as a unique individual;
- in which every child's talents are developed and their needs met;
- where mistakes are learning opportunities;
- in which all children are empowered to keep themselves safe and healthy;
- where endeavour and excellence are encouraged and celebrated;
- in which cultural diversity is respected and valued;

We value worshipping and celebrating together, sharing our Christian witness and drawing strength from and serving our local parishes and the wider community.

Policy reviewed by: Standards, Curriculum and Pupil Performance Committee

Policy approved by the full Governing Body: 19 March 2018

Policy to be reviewed: September 2021 unless changes to legislation require earlier review

St Elizabeth's Catholic Primary School

'Love one another as I have loved you'

Equalities Policy

Introduction

As a Catholic school, we welcome our duties under the Equality Act 2010. We are Committed to just and equal treatment for all and this commitment is evident in our school Mission Statement, 'Love one another as I have loved you' and our School Values which underpin our school ethos.

The general equality duty

The equality duty has two main parts: the 'general' equality duty and 'specific duties'.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Three specific duties

Having 'due regard' to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

- Remove or minimise disadvantages.
- Take steps to meet different needs.
- Encourage participation when it is disproportionately low.

There are certain exceptions within the Equality Act 2010 to the discrimination provisions for schools with a religious character, including content of the curriculum, collective worship and admissions.

The school must meet two specific duties which are to:

- publish information to demonstrate how they are complying with the equality duty at least annually. This may include school performance data, anti-bullying policies, curriculum materials, parent and pupil surveys and the School development Plan. It can also refer to national and other surveys and benchmarking. The school will generally have sufficient information in the form of routine data or individual/group records. Where there are gaps or concerns, then the school may decide to collect more information to provide a complete picture of the school, shape objectives, address inequality and inform decision making.
- publish at least one, although not usually more than four, specific and measurable equality objectives, at least every four years (see Appendix 2).

The duty to have 'due regard' to equality consideration is a continuing one which applies to all policies and procedures. It also applies to what may not be written down i.e. practices, and the school will always try to use information about pupils with protected characteristics to promote positive outcomes and mitigate adverse effects.

Meeting these duties forms an integral part of the work of the school and must be integrated into the carrying out of the school's functions.

In fulfilling our legal obligations we aim to:

- Eliminate any type of discrimination that is prohibited by the Equality Act 2010.
- Foster positive attitudes and relationships, a shared sense of belonging as outlined in the Fundamental British Values.
- Advance equality of opportunity by ensuring that teaching and learning and the curriculum promote equality and celebrate diversity.
- Ensure that all pupils have access to a rich, broad, balanced and relevant curriculum.
- Observe good equalities practice, including staff recruitment, retention and development and compliance with the Equalities Act 2010 within the School Standards and Framework Act 1998.
- Ensure that pupils, parents and other stakeholders are consulted and involved widely in advancing the provision made by the school.
- Promote community cohesion by fostering good relations.
- Ensure that within the school budget adequate funding is provided to underpin this.

We believe that promoting equality is the responsibility of everyone in the school community. We believe that discrimination is unacceptable. All pupils should have access to the whole curriculum and be able to take part fully in school life, regardless of:

- Age.
- Disability.
- Gender Reassignment.
- Marriage or Civil partnership.
- Pregnancy or maternity.
- Race.
- Religion or Belief.
- Sex.
- Sexual Orientation.

Including but not limited to:

- Travellers, asylum seekers and refugees.
- Children with special educational needs (SEN).
- Children 'looked after' by the LA.
- Children with medical conditions.
- Children from families under stress.
- Any children who are at risk of disaffection or exclusion.
- Socio-economic factors.

We similarly respect the equal rights of our staff, parents, families and other members of our community. We are opposed to and will challenge all forms of discrimination.

The Equality Act 2010 provides a single source of discrimination law.

The role of governors

In this policy, the governing body has set out its commitment to equal opportunities and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

- The governing body collects, analyses and evaluates a range of school data. Our aim is that all pupils make the best possible progress and that no group of pupils underachieves.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school.
- The governors take all reasonable steps to ensure that the school environment properly accommodates children with disabilities.
- The governors welcome all applications to join the school whatever background or disability a person may have.
- The school complies with current employment law when making appointments to the school.
- The governing body ensures that no child is discriminated against while in our school on account of their characteristics.

The Head teacher is responsible for:

- Implementing the policy on equal opportunities and is supported by the governing body in so doing.
- Ensuring that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.
- Ensuring that all appointment panels give due regard to this policy, so that no-one is discriminated against.
- Promoting the principle of equal opportunity when developing the curriculum and in providing opportunities for training.
- Treating all incidents of unfair treatment or discrimination with due concern and taking appropriate action.
- Reporting racist incidents to the LA.

All members of staff are responsible for:

- Ensuring that all pupils are treated fairly and with respect.
- Challenging any incidents of prejudice or discrimination.
- Keeping up-to-date with the law on discrimination, and taking up training and learning opportunities.
- Promoting an inclusive and collaborative ethos in their classroom or work area.
- Dealing fairly and professionally with any prejudice related incidents that may occur.
- Planning and delivering a curriculum and lessons that reflect the school's principles e.g. in providing materials that give positive images in terms of race, gender and disability and challenge stereotypes.
- Maintaining the highest expectations of success for all pupils.
- Supporting different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- Reporting racist and homophobic incidents or incidents of bullying to the Head teacher.

Monitoring and Review

It is the responsibility of the governing body to monitor the effectiveness of this policy by:

- Monitoring the progress of children of different groups and comparing it to the progress made by other children in the school.
- Monitoring the staff appointment process so that no one applying for a post at this school is discriminated against.
- Taking into serious consideration any complaints regarding equal opportunity or discrimination from parents, staff or children.
- Seeking the involvement and engagement of all members of the school community.
- Seeking support from outside agencies as appropriate.

Appendix 1

Check list of good practice for school staff and governors:

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equalities Policy and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.
- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when the trends of patterns indicate a need.
- The school sets equality objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- The school ensures that all staff understand and implement the key requirements of the Equalities Policy.
- The school ensures that visitors to the school understand and follow the key requirements of the Equalities Policy.
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- All groups of pupils are encouraged to participate in school life and make a positive contribution e.g. through class assemblies and the school council.
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Visual displays are multi-media resources reflect the diversity of the school community.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school takes part in annual events such as Anti Bullying Week, Black History Month etc. to raise awareness of issues.
- The school environment is increasingly accessible to pupils staff and visitors to the school.
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
- The governing body is representative of the community it serves.
- Procedures for the election of parent governors are open to candidates and voters who are disabled.

Appendix 2

Equality Objectives 2017/18

	Target	Action	How the impact will be monitored	Responsible person(s)
1.	<p>To ensure that all pupils make progress including groups with shared characteristics and individual pupils.</p> <p>In 2017/18 the focus is to increasing boys' progress in writing.</p>	<p>Monitor and analyse pupils' achievement of groups and individuals.</p> <p>Plan intervention for pupils and make changes to curriculum.</p>	Analyse assessment data at least termly to judge the success of the intervention.	<p>Assessment co-ordinator</p> <p>SENCO</p> <p>SLT</p>
2.	To ensure that all children, especially those with protected characteristics or PPG children, participate in after school clubs, competitive sports etc.	<p>To engage with parents to offer places in school club and offer subsidised or free places in clubs to those with need.</p> <p>To increase number of inter-house sports events during the school day.</p>	To monitor the number of children participating in school clubs on a termly basis.	<p>Clubs co-ordinator</p> <p>DH</p>
3.	To ensure that our visual display and classroom resources reflect the diversity of our school and challenge stereotypes.	<p>To raise teacher awareness of the impact of positive images and role models.</p> <p>To increase number of positive images of people with protected characteristics in classes, the curriculum, assemblies and special events i.e. Science Week</p>	To monitor through Learning Walks and planning audits.	<p>SLT</p> <p>Whole staff</p>