

St Monica's Catholic Primary School

Single Equalities Policy October 2018

Our vision 'Strive to succeed in the presence of God', our Catholic values and the teaching of the Catholic Church underpin the development of this policy.

Together as a Catholic community, ***Everyone*** – children, parents, staff and parish, ***Achieves*** in their own unique way and strives to be ***More*** like Jesus.

The school believes that:

- every person is created by God and in His image and is therefore unique and valued
- every child in the world matters
- diversity must be recognized and valued so that where appropriate individuals can be treated differently to achieve equality
- we must encourage positive attitudes, interactions, mutual respect and a shared sense of belonging
- school policies and procedures relating to employees (and potential employees) must positively promote equality
- we must create opportunities to remove barriers to equality
- policy development must involve appropriate consultation and participation
- our ethos and practice must embrace the teachings of the Catholic Church and reflect the local, national and international communities in which we operate

Underpinning all that we believe is the commandment Jesus gave us:

“And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples.”

John 13:34-35

Through the school's ethos, curriculum and extended activities we will contribute positively towards eliminating inequalities and developing a cohesive community. As well as the specific actions set out below, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;

- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at St. Monica's.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination. Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan below outlines the actions St. Monica's will take to meet the general duties detailed below.

Race Equality

This section reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare a written policy for race equality;
- Assess the impact of our policies on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish a plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them- this is part of the Single Equalities Plan;
- Review and revise this Scheme every three years.

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish a plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them- this is part of the Single Equalities Plan;
- Review and revise this Scheme every three years.

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher

- It is the headteacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

Types of discriminatory incident

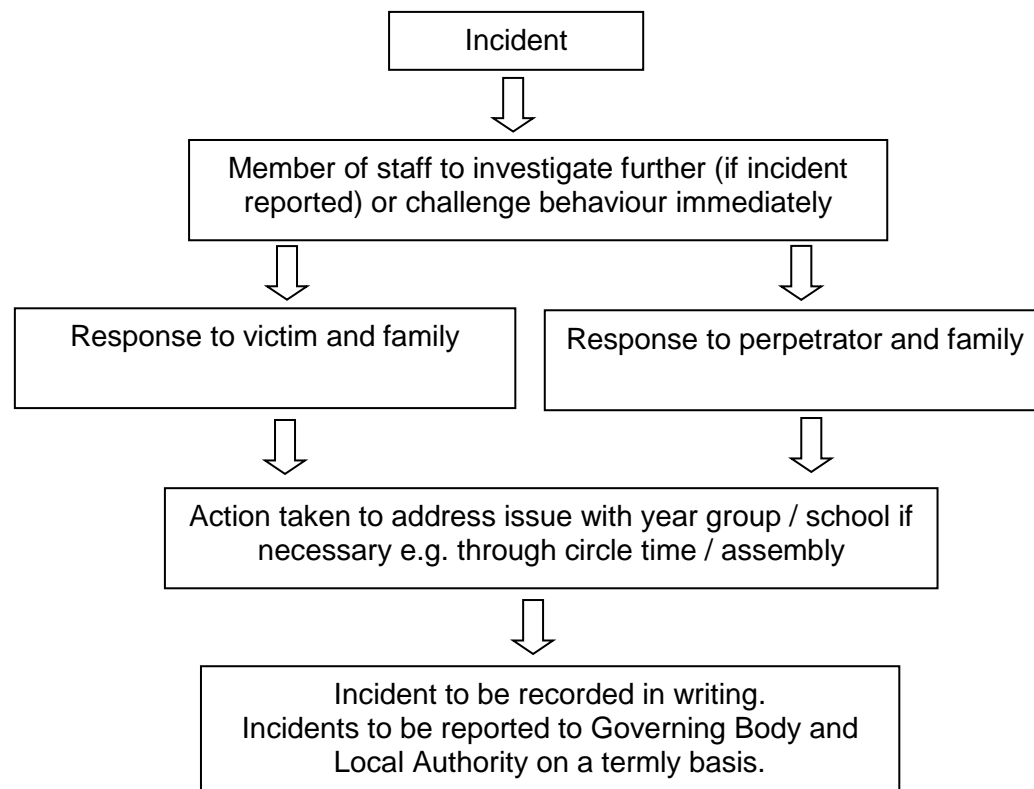
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:



Review of progress and impact

The Plan has been agreed by our Governing Body. They have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, they will review progress against our Equality Plan annually and review the entire policy and accompanying action plan on a three year cycle.

The school makes regular assessments of pupils' learning and uses this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, staff meetings and other communications;
- Make sure hard copies are available.

The school recognizes that the actions resulting from a policy are what make a difference and therefore we draw up a plan setting out the specific actions and projects we shall undertake to implement the vision outlined above.

The Single Equality Act 2010 requires schools and settings to;

- develop and publicly set out their equality objectives
- set out the steps they will take to achieve these objectives
- implement these steps unless it would be unreasonable and impractical to do so
- review and update, as necessary, the objectives every three years

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

1. **Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act** - by removing or minimizing disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not** - by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Foster good relations between people who share a protected characteristic and those who do not** - by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

St Monica's Catholic Primary School has considered how well we currently achieve these aims with regard to the eight protected equality groups: race, disability, gender, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation.

In compiling this equality information we have:

- Identified evidence already in place in our school of equality within policies and practice and identified gaps
- Examined how our school engages with the protected groups, identifying where practice could be improved

The table below outlines identified evidence

See also the Single Equalities Action Plan

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimization?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	Race Equality Policy Racist incidents log Mission statement The Equal Opportunities Statement is adhered to. All policies promote equality of opportunity.	All children, staff and parents are treated equally, in accordance with school policies and the school mission statement. Data is analyzed to assess progress made by different ethnic groups; strategies are put in place to address underachievement of specific groups when identified.	The Mission Statement and Catholic ethos of the school promotes respect for all; this is reinforced by staff and in school policies. The school celebrates the different cultures and languages spoken in the school through assemblies, EAL resources, Black History month, etc.
Disability	Accessibility policy and plan Mission statement The Equal Opportunities Statement is adhered to. All policies promote equality of opportunity.	All children, staff and parents are treated equally, in accordance with school policies and the school mission statement. Appropriate adjustments are made for children and staff with specific needs. After-school clubs are open to all children. The school has a Tiger team club to support the needs of identified children. Staff receive appropriate training to deal with the specific medical needs of certain children.	The Mission Statement and Catholic ethos of the school promotes respect for all; this is reinforced by staff and in school policies. Children are encouraged to support and look after each other.
Gender	Mission Statement The Equal Opportunities Statement is adhered to. All policies promote equality of opportunity.	All children, staff and parents are treated equally, in accordance with school policies and the school mission statement. Children are encouraged to participate in activities – both in-school and after-school – irrespective of gender differences. Data is analyzed to assess progress made by boys and girls; strategies are put in place to address underachievement relating to gender, if appropriate. School has a well-established SRE programme that fosters respect for both genders.	The Mission Statement and Catholic ethos of the school promotes respect for all; this is reinforced by staff and in school policies
Gender Reassignment	Not applicable	Not applicable	Not applicable
Pregnancy and Maternity	LA New and Expectant mothers' guidelines followed New and expectant mothers' risk assessments completed.	School follows local authority guidelines.	School follows local authority guidelines.
Age	Mission statement The Equal Opportunities Statement is adhered to. All policies promote equality of opportunity.	All children, staff and parents are treated equally, in accordance with school policies and the school mission statement. There are opportunities for children of all ages to participate in after-school clubs, as appropriate. Data is analyzed to assess progress made by Autumn/Spring/Summer born children; strategies are put in place to address underachievement linked to this.	The Mission Statement and Catholic ethos of the school promotes respect for all; this is reinforced by staff and in school policies. Older children are given responsibilities to look after younger children; YR2 and 5 'Buddies' and YR6 'Monitor' jobs.
Religion and Belief	Mission statement All policies promote equality of opportunity.	All children, staff and parents are treated equally, in accordance with school policies and the school mission statement. At present, no children of other faith. Non-Catholic staff attend all religious celebrations. School has a planned programme of teaching children about other faiths	The Mission Statement and Catholic ethos of the school promotes respect for all; this is reinforced by staff and in school policies. Assemblies – and visitors- provide children with the opportunity to learn about other faiths. Current Yr5 project with '3 Faiths Forum'
Sexual Orientation	Mission statement	All children and staff are treated equally, in accordance with school policies and the school mission statement	The Mission Statement and Catholic ethos of the school promotes respect for all; this is reinforced by staff and in school policies
Marriage and Civil Partnership	Not applicable as no legal requirement	Not applicable as no legal requirement	Not applicable as no legal requirement

