

Our Lady of Mount Carmel Catholic Primary School Equalities Policy



**Approved by the Governing Body of
Our Lady of Mount Carmel Catholic Primary School**

Chair of Governors: Katie Owen

Date: February 2016

Proposed Date of Future Review.....

Please also refer to the school's Safeguarding Children Policy

Introduction to the Public Sector Equality Duty

Core Principle

Our Lady of Mount Carmel Catholic Primary School is committed to the inclusion of all pupils, staff, governors, visitors and parents into its environs and work. This includes making an equality of provision for all stakeholders and those within the community with an interest in the school. The main aim will be to reduce and, where possible, eliminate barriers to accessing the curriculum and buildings and for pupils to have full participation within the school community.

The school will consider the three main elements as stated in the Index for Inclusion within this scheme:

The Duty states that a school must, in the exercise of its functions, have due regard to the need to:-

Creating inclusive Cultures
Producing inclusive Policies
Evolving inclusive Practices

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;

2. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it;

3. Foster good relations between persons who share a protected characteristic and persons who do not share it; this means:-

- tackling prejudice.*
- promoting understanding*

Our Lady of Mount Carmel Catholic Primary School is committed to ensuring that pupils, staff, parents and visitors are not treated less favourably because of their:

1. Age
2. Disability
3. Gender Reassignment
4. Race
5. Religion or Belief
6. Sex
7. Sexual Orientation

The school already has a very strong caring and inclusive ethos and environment. This will be strengthened by the scheme.

Our Vision for Equality

Our aim is to provide education for all, acknowledging that the society within which we live is enriched by diversity.

We will strive to ensure that the culture and ethos of the school reflects and celebrates the diversity of ALL members of the school and wider community.

We will also seek to ensure that everyone is equally valued and treats one another with respect and fairness. Pupils and other members of the school community will be provided with the opportunity to experience, understand and celebrate diversity.

Our core values reflect those of our Mission. They are:

To learn about God and pray to him so we can practise his wishes in our school family.

To ensure our school provides a safe environment where strong friendships are made and kept.

To provide a wholesome education this includes lots of new experiences allowing the child to reach their full potential.

To be a gateway for our community so that others can learn with us.

We will proactively seek to review and restructure the cultures, policies and practices in school, so they can be welcoming and responsive to the full diversity of people locally, nationally and globally.

DISABILITY - What is disability?

This is a summary definition of disability taken from the 'Disability Discrimination Act: Guidance on matters to be taken into account in determining questions relating to the definition of disability' 2006

'A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

- ◆ A physical or mental impairment includes sensory impairments: impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- ◆ Substantial means more than minor or trivial
- ◆ Long term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- ◆ Normal day to day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech; learning or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Our commitment covers all aspects of school life and includes:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the Disability Discrimination Act;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation by disabled people in public life;
- Building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- Having consistent expectations of pupils and their learning;
- Removing or minimising barriers to learning, so that all pupils can achieve
- Ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- Taking active measures to investigate and act on incidents of disability discrimination.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

ACCESSIBILITY – What is access?

Access is providing all stakeholders will clear and distinct opportunities to be able to access all areas of the school buildings and grounds and the curriculum. The school will set out key areas for development over a three year period to be improved or maintained to enable this aim to be implemented. This is directly linked to the disability aspect of this policy and plan.

GENDER –

The gender section of this equality policy enables our school to meet our statutory obligations. The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

We will actively promote gender equality and oppose gender discrimination in all its forms and foster positive attitudes and commitment to an education for equality.

Our commitment covers all aspects of school life and includes:

- Maintaining a school ethos, which promotes gender equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices. However, we understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.
- Taking active measures to investigate report and act on incidents of gender discrimination.
- Collect and analyse school data and other gender equality relevant information.
- Consult all staff, pupils, parents and relevant local communities.
- Monitoring behaviour, discipline and exclusions to remove all practices procedures and customs which are discriminatory.
- Monitoring all aspects of teaching and learning and the wider curriculum to assess the ways in which they might impact on gender equality.
- Admissions and attendance to follow LA and Diocesan guidelines.
- Staff recruitment and professional development promote gender equality.

RACE –This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000. General and specific duties are required as follows:

The general 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 and different languages.

In our school, we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our School Prospectus, newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge aggressive and racist behaviour.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation

in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher or deputy head teacher and inform him/her of the action taken
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book;
- inform both sets of parents, if appropriate.

All racist incidents will now be recorded and reported to the governing body by the head teacher.

GENERAL STATEMENT

Through the plan we shall be ensuring that all children are being sufficiently challenged in their ideas, thoughts, feelings and breaking down barriers that inhibit progress. These may also mean challenging perceptions of all stakeholders to enable this to happen.

Information gathering

Our Lady of Mount Carmel Catholic Primary School collects information from the stakeholders through the use of questionnaires and forms. Details will be taken from new intake of pupils and their families and when new staff and governors join the school. All questionnaires and forms will detail the need for the information and its confidential nature.

The information gathered will be on the following themes:

- ◆ the level, if any, of the disability of the stakeholder
- ◆ how the individual is accepted within the school community encouragement

Setting the main priorities and actions through to implementation

The information gathered will inform the main aspects of the scheme to ensure equality for all. This will include setting the main priorities for the school and deciding on the main actions that will be implemented as a result.

The actions need to be clear and have distinct success criteria and outcomes for enabling all stakeholders (able bodied, disabled, of both genders) to be included in all the school does. The actions should have clear timeframes and monitored by the working group.

Note should be taken of the opportunities to Promote Equality of Opportunity at each stage of the process as well as identifying the barriers to success.

Assessing the impact of the schemes

The Head Teacher and governors will meet regularly to ascertain how the schemes are progressing and its impact on the stakeholders they are intended for. This will be carried out through discussions with individuals or groups for whom the schemes are designed. This impact will be reported through the mechanisms outlined above.

Action Plan- Introduction

The following action plan has been formulated as a result of the involvement of a wide range and number of stakeholders.

Responsibility for the operational delivery of our action plan rests with all staff. The Head Teacher has responsibility to ensure that staff have the skills and knowledge to implement their responsibilities under this action plan.

The delivery of the action plan is monitored by The Equality and Community Cohesion Steering Group.

We realise that a range of the actions we have developed will improve all areas of our equality and community cohesion policy and practices, and hence, our impact on delivering the Duties.

Action Plan

PROFILE OF EQUALITIES

Objective	What we will do (Actions)	Measures of Success (Intended Outcomes)	Responsibility	Timescale (By When)	Reference to other plans and documents
General procedures —To ensure that all of our activity is part of the Equality Impact Assessment process and are developed and improved on an ongoing basis.	Ensure that Equalities is added to the new SDP	Equalities is on the SDP	Head	Reviewed 2014	SDP
To ensure that we actively monitor our practices and data in relation to pupils and take action to remedy areas of inequality if/as identified.	Ensure that Equalities has a high profile on the parental questionnaire Data is analysed in relation to the achievement of different groups and gaps identified and planned for	Analysis shows positive impact of actions taken and highlights new areas to add to the plan	- Head/ SLT - Admin	annually	questionnaire
To ensure that we actively monitor our practices and data in relation to staff and pupils and take action to remedy areas of inequality if/as identified.	Issue questionnaire annually to staff and pupils – include Equalities	Analysis shows positive impact of actions taken and highlights new areas to add to the plan	- Head - Admin	annually	Equalities questionnaire
To ensure that our Single Equality Scheme is reviewed annually and a	HT report back outcomes of review to staff at leadership meetings	Regular reviews take place at various levels.	HT & Governor	annually	Staff meeting /FGB agendas

report published.	Equalities Governor to report back progress to Governors at FGB meetings				
General procedures Staff All school policies relating to staff have been assessed to ensure equality in terms of all equality strands.	Identify all policies relating to staff Read them and assess equality in terms of all strands is being addressed Make relevant adjustments	All policies include comments on practice in school which enables stakeholders to access all aspects of school life	Governors Staff/coordinators	On policy review	Policy file and spreadsheets
Pupils Involve School Council in democratic decision making	Involve the council in decision making over any issues which relate specifically to them, e.g. playground	School council is actively involved in decision making and members can talk about decisions they have helped to make	school council	As necessary	School council minutes SDP
Increased opportunities for children to discuss sensitive issues and feelings	Process developed for discussing and sharing sensitive issues, e.g. Assemblies Circle times take place with children taking an increased lead on themes Involvement, where appropriate, of the parental support staff in helping to meet children's needs through liaison with parents	There is a full awareness of the process involved in ensuring that children have the opportunity to discuss sensitive issues Children feel comfortable about sharing their feelings	All	On-going	

	Staff training on the above where appropriate				
Gender/ Race/Disability Ensure all have equal access to all aspects of the curriculum and that all are making good progress	Identify trends in attainment for boys and girls, SEN, ethnic minorities, children with disabilities and FSM – identify gaps and work to close them for all groups Evaluate the curriculum to ensure that it excites and motivates all groups. Continue to promote positive role models given the all female staff.	All are aware of the gaps in learning for different vulnerable groups. Plans to develop learning have appositve impact on learning and progress. The curriculum motivates and excites all pupils.	Staff/pupils/parents	2013 on going	SDP 2014
Ensure equality of opportunity at after school clubs	Audit equity in terms of the participation rates of girls and boys in physical activity at after school sports clubs Actively promote clubs to all groups and seek ways to ensure that all can be involved as much as possible	Take up of clubs is not inhibited by financial circumstance, gender, race or disability		2014/15	
Race/Diversity Active celebration of different faiths	Timetable of assemblies drawn up – children to lead Raise awareness at special times , e.g. Saints, other faith week	The profile of race/diversity is raised through children’s involvement in a range of activities and updates	Teachers	2013/2014	Assembly plans

<p>Community Cohesion</p> <p>Further development of community spaces Ensure equal access to communication</p>	<p>Website development – consider the look, appeal etc. to all groups</p> <p>Raise the profile of equalities in all school communications, e.g. prospectus, induction talks and materials,</p>	<p>Web site is set up and well used</p>			<p>SDP</p>
<p>Disability</p> <p>Access issues</p>	<p>Put signs up around the school to advertise disabled access points</p>	<p>Disabled toilet in place and easily accessible</p> <p>School can be accessed easily by all, irrespective of disability and need</p>			

