

ST MARY'S CATHOLIC PRIMARY SCHOOL & NURSERY



EQUALITY POLICY 2017-2020

This Policy will be reviewed in Sumer Term 2018

St Mary's Catholic Primary School & Nursery

EQUALITY POLICY AND OBJECTIVES

Legal Framework

St Mary's Catholic Primary School & Nursery acknowledges the duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

We welcome its duty under the Education and Inspections Act 2006 to promote community cohesion.

The school recognises that these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling the legal obligations mentioned above, we are guided by nine principles:

1. All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background □
Whatever their sexual identity.

2. We recognise and respect difference

Treating people equally (as principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made

- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
- Gender, so that the different needs and experiences, are recognised
- Religion, belief or faith background
- Sexual identity

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

St Mary's Catholic Primary School & Nursery ensures that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between people and an absence of sexual, homophobic or transphobic harassment or discrimination.

4. We observe good equalities practice in staff recruitment, retention and development

The school ensures that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

5. We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

6. We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones.

7. Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- People with any gender identity and expression or sexual orientation

8. We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- SEN/SEND
- Ethnicity, religion and culture
- Gender.
- Pupil Premium/Non Pupil Premium Pupils

9. Objectives

Each year we formulate and publish specific and measureable objectives, based on the evidence we have collected and published, in relation to:

- SEN/SEND
- Ethnicity, religion and culture
- Gender.
- Pupil Premium/Non Pupil Premium Pupils

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, St Mary's will draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

The three year equality objective for the St Mary's Catholic Primary School from 2017 to 2020 is - Supporting pupils in developing their understanding of national and global issues through the introduction of a "Difference and Diversity".

We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

The school keeps each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

Ethos and organisation

We ensure the principles listed apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the Legal framework above.

- Prejudices around disability and special educational needs.
- Prejudices around racism, and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

There is guidance available on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness or prejudice-related incidents at each school and how they are dealt with.

Roles and responsibilities

St Mary's Catholic Primary School & Nursery Governing Body are responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member Governing Body will undertake the role of Link Governor for Equality across the school and will have a watchful brief regarding the implementation of this policy.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The Senior Leadership Team has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that ensure equality
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion in appropriate detail.

Religious Observance

We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including professional support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher of the school and the Governing Body.

Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

This Policy was Adopted and agreed by Appointed Representatives Committee (ARC) on: 11th July 2017

Mrs B Corbett
Executive Headteacher

Mrs A Geoghegan
Chair of ARC

Date: July 17
To be reviewed: July 18

Date: July 17