

# ST ANSELM'S CATHOLIC PRIMARY SCHOOL POLICY FOR EQUALITY

(Approved by the Governing Body Pupil Committee 18 April 2018)

## *Learning and growing together through prayer, belief and love*

### **Introduction**

Our school's values statement recognises the individuality of all of our children and is at the centre of our Christian ethos. We celebrate and value the uniqueness of the individual and believe each child is, "created in the image and likeness of God". (Gen 1:27).

Therefore, we are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

We believe this policy should be a working document that is fit for purpose, represents the school ethos, and enables consistency and equality across the school. This policy for Equality extends to all adults,:(staff, governors, parents and carers).

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. We recognise that the Equality Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

### **Aims**

Our aims are based on our gospel values:

To promote the uniqueness of the individual and God's love for all, celebrate our diversity, take positive steps to promote minority groups who may suffer disadvantage or prejudice, promote the common good.

To put into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.

To minimise the distress and disruption to those pupils and school staff who are transgender.

To achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.

To work with other schools, the diocese and the local authority in sharing good practice in order to improve this policy and our practice.

## **Commitment**

We are committed to high expectations for all pupils from across the ability range by providing them with every opportunity to succeed through the provision of the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting.

We monitor the progress of all pupils in order for them to achieve their expected targets.

We are committed to maintaining a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

We aspire that pupils will come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We wish them to have a sense of pride in themselves and their school.

We encourage school staff to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community.

As a 'Rights Respecting' school we support Article 12 of the United Nations Convention on the Rights of the Child, "that children should be encouraged to form and to express their views". Therefore, we ensure that the School Council's views and opinions are heard and acted upon.

We are opposed to any member of the school staff being victimised, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds.

We believe that it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

Responsibility to comply with all aspects of the Equality Act 2010;

Delegated powers and responsibilities to the Headteacher and SLT to ensure that this policy is embedded into the culture of the school;

Delegated powers and responsibilities to the Headteacher and SLT to ensure all school staff and stakeholders are aware of and comply with this policy;

Responsibility to set equality objectives every four years;

Responsibility to have in place a school accessibility plan in order to provide full access to the school building/s for all disabled people;

Responsibility for ensuring that the school complies with all equalities legislation;

Nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;

Organised training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;

Has the responsibility to monitor achievement of equality targets;

Responsibility for ensuring funding is in place to support this policy;

Responsibility for ensuring this policy and all policies are maintained and updated regularly;

Responsibility for ensuring all statutory policies is made available to parents;

Responsibility for the effective implementation and the annual monitoring and evaluation of this policy;

Responsibility to make effective use of relevant research and information to improve this policy;

Responsibility to annually publish the School's compliance with the Equality Act 2010;

### **Role of the Headteacher and Senior Leadership Team**

The Headteacher and the Senior Leadership Team will:

Ensure that this policy is embedded into the culture of the school;

Ensure all school staff, pupils and parents are aware of and comply with this policy;

Work closely with the link governor and coordinator;

Provide leadership and vision in respect of equality inclusion;

Record and deal with incidents of racism, bullying and other inappropriate behaviour; seeking advice from appropriate agencies in order to ensure that this policy is kept up to date;

Have high expectations of all pupils from across gender, and ethnicity and ability range;

Provide every opportunity for pupils to succeed by ensuring the highest standards of teaching and learning;

Ensure the curriculum is broad, balanced, differentiated, relevant and exciting;

Monitor and analyse the performance and progress of all pupils in all groups in order for them to achieve their expected targets;

Regularly reporting to the Governing Body on the standards achieved by different groups within the school;

Ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;

Highlight and share positive activities that help to tackle educational disadvantage;

Ensure the Accessibility Plan is carefully monitored and reviewed annually;

Ensure the recording, reporting and addressing of any bullying or racial incidents;

Provide guidance, support and training to all staff;

Monitor the effectiveness of this policy by:

- scrutinising teachers' planning
- scrutinising pupils' work
- observing pupils throughout the school day
- classroom monitoring of pupil progress
- analysis of questionnaires and surveys with pupils, parents/carers and school staff
- analysis of pupil data
- annually reporting to the Governing Body on the success and development of this policy.

### **Role of School Staff**

School staff will:

Act as positive role models in order to promote equality throughout the school community;

Abide by and adhere to this policy;

Implement the school's equalities policy and related policies; Maintain an overall school ethos of respect and tolerance for one another;

Report and deal with all incidents of discrimination and unequal treatment to the Senior Leadership Team;

Promote equality, inclusion and good community relations;

Challenge inappropriate language, behaviour, racial harassment and bullying;

Have high expectations of all pupils;

Promote equality through curriculum planning;

Provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;

Use a variety of teaching methods to ensure effective learning takes place for all pupils;

Provide challenge for all pupils;

Ensure planning is differentiated in order to provide full access for all pupils;

Carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;

Provide specialised resources for pupils with disabilities;

Create a positive classroom ethos and is welcoming to both sexes;

Ensure pupils feel valued and have individual targets;

Be open to the views of pupils;

Encourage pupils to share their experiences of different cultures and different religions;

Provide positive classroom displays of pupils work;

Attend appropriate training sessions;

Report any concerns they have on any aspect of the school community.

### **Role of Pupils**

Pupils will:

Be aware of and comply with this policy;

Recognise that they have a role and responsibility to promote equality, inclusion and good community relations;

Challenge inappropriate language or behaviour;

Tackle bias and stereotyping;

Work to promote anti-bullying strategies;

Respond appropriately to incidents of discrimination and harassment and understand the action needed to report these

Learn to take pride in their work;

Produce work of a high standard;

Listen carefully to all instructions given by the teacher;

Ask for further help if they do not understand;

Participate fully in all lessons;

Insist on good pupil conduct among their peers;

Participate in discussions concerning their progress and attainment;

Treat others, their work and equipment with respect;

Support the Home School Agreement and school policies and guidance necessary to ensure the smooth running of the school;

Talk to others without shouting and use language which is neither abusive nor offensive;  
Hand in homework properly completed and on time;

Wear correct uniform;

Liaise with the school council;

Take part in questionnaires and surveys.

## **Recruitment Process**

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process. We are also guided by the Equality Act 2010 and Schools advice published May 2014, chapter 8 on recruitment for voluntary-aided schools.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

## **Complaints**

The school's complaints procedures will be used to deal with any discriminatory complaint from any member of the school staff.

Any case of harassment will be dealt with by the school's disciplinary procedure.

## **Role of Parents/Carers**

Parents/carers are expected to:

Be aware of and comply with this policy;

Be encouraged to take an active role in the life of the school by attending:

Attend Parents' open evenings

Attend Parent-Teacher workshops

Attend class assemblies

Attend school performances/concerts

Attend fundraising and social events

Take part in periodic surveys conducted by the school

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

Staff Induction

Staff Insets

PSHE Curriculum

School Website

Staff Handbook

Pupil Committee reports to the Governing Body

Resources Committee reports to the Governing Body

## **Linked Policies**

SEND

Teaching & Learning

Assessment

Curriculum

PSHE

Anti-Bullying

Pupil Behaviour

Relationships & Sex Education

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the SLT and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and approval.

## St Anselm's Catholic Primary School Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
<b>EQUALITY</b>	To Meet the Equality Act 2010		✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Staff	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓		

Question	Equality Groups																		Conclusion							
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
Does or could this policy have a negative impact on any of the following?		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	✓			✓			✓			✓			✓			✓			✓			✓				
Does data collected from the equality groups have a positive impact on the following?	✓			✓			✓			✓			✓			✓			✓			✓				

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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<b>Preliminary EIA completed by</b>	<b>Date</b>	<b>Preliminary EIA approved by</b>	<b>Date</b>
Pupil Committee of G.B.	18/4/18	Pupil Committee of G.B	18/4/2018

## Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation	✓			
• Coordinator in place	✓			
• Nominated governor in place	✓			
• Coordinator carries out role effectively	✓			
• Headteacher, coordinator and nominated governor work closely	✓			
• Policy endorsed by governing body	✓			
• Policy regularly discussed at meetings of the governing body	✓			
• School staff aware of this policy	✓			
• School staff comply with this policy	✓			
• Pupils aware of this policy	✓			
• Parents aware of this policy	✓			
• Visitors aware of this policy			✓	
• Local community aware of this policy			✓	
• Funding in place	✓			
• Policy complies with the Equality Act	✓			
• Equality Impact Assessment undertaken	✓			
• Policy referred to the School Handbook	✓			
• Policy available from the school office			✓	
• Policy available from the school website	✓			
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys	✓			
• All associated training in place	✓			
• All outlined procedures complied with	✓			
• Linked policies in place and up to date	✓			
• Associated policies in place and up to date	✓			

## Policy Approval Form

<b>Policy Title:</b>						<b>Date when written:</b>			
<b>Policy written by:</b>					<b>New Policy</b> (✓ or x)	<input type="checkbox"/>	<b>Revised Policy</b> (✓ or x)	<input type="checkbox"/>	
<b>Stakeholders consulted in policy production:</b> (✓ or x)	<b>Governors</b>	<b>Senior Leadership Team</b>	<b>Teaching Personnel</b>	<b>Support Personnel</b>	<b>Administrative Personnel</b>	<b>Parents</b>	<b>Pupils</b>	<b>Local Community</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Date when approved by Governors:</b>			<b>Date when presented to stakeholders:</b>			<b>Date when implemented:</b>			
<b>Published on:</b> (✓ or x)	<b>School Website</b>			<b>School Prospectus</b>			<b>Staff Handbook</b>		
	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		