


St Marie's Catholic Primary School

Equality and Diversity Policy



Walking , hand in hand with Jesus

<i>Chair of Governors:</i>	<i>John Keenan</i>	
<i>Signature:</i>		<i>Date: December 2017</i>
<i>Review Date:</i>	<i>Summer 2022</i>	

Statement
Race Equality Plan
Disability Plan
Gender Equality Plan

This policy has been reviewed in light of the ‘Keeping Children Safe in Education (2021 documentation.

Overarching Statement

Overview

It is the policy of St Marie’s to promote equality and diversity in all areas of our life and work. In line with the Equalities Act 2010 and the Public Sector Equality Duty Commitment Statement the following objectives demonstrate the school focus on providing equal and inclusive educational and non – educational services in a non- discriminatory manner for all members of our school community We will not tolerate discrimination on unlawful or unfair grounds. Everyone within our school will be treated equally and given equal access to the curriculum and life of the school. All will have equal opportunity to benefit from all the opportunities that we offer. Our intention is to develop an ethos in which all will thrive. Diversity and differences will be valued and respected by all and they will contribute to the richness of our school life and learning.

- We pledge to respect the equal human rights of all our pupils and to educate them about equality.
- We will also respect the equal rights of staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

The Public Sector Equality Duty 2011 has 3 main aims:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

This policy outlines the commitment of our school to ensure that equality of opportunity is available to all members of the school community. For our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include:-

- Pupils
- Teaching staff
- Support staff
- Parents/ carers
- Governors
- Multi-agency staff linked to the school, SEN services staff, LA staff, school attendance service
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. We want to provide an environment which is free from unlawful discrimination, harassment or victimisation of any kind. We want to educate our pupils in an environment which recognises and celebrates diversity and offers equal respect, appropriate support and fair rewards for all our pupils. At our school, equality is a key principle for treating all people the same. The Equality Act defines eight 'Protected Characteristics' :

1. Age
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race
6. Religion and belief
7. Gender
8. Sexual orientation

Objectives

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To ensure that teaching and learning promotes equality, celebrates diversity and promotes community cohesion.
- To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their gender, colour, race, age, ethnic or national origin, disability or religious beliefs. 4. To recognise and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that those with management responsibility and individual staff accept responsibility for planning, organisation and delivery of appropriate educational material to ensure that our policy for equality and diversity is woven into all we do.

- To ensure that learners and parents are fully involved in the provision made by the school.
- To ensure that the budget underpins the aims of this policy when it is being planned/allocated. Staff will take responsibility for their own subject allocations.

Strategies

1. Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy. Reviewing our Mission Statement will support this process.
2. Parents will be involved and consulted about the provision being offered via annual questionnaires.
3. Teachers will ensure that their planning, teaching and learning takes account of this policy and ensures that equality underpins all their work.
4. Transition of all SEND pupils is in collaboration with all relevant agencies
5. The diversity within our school and the wider community will be viewed positively by all and this diversity will be recognised as a rich resource for teaching, learning and the curriculum.
6. All INSET opportunities will be shared with staff.
7. Active contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
8. The positive achievements of all pupils will be celebrated and recognised.

Outcomes

This policy will play an important part in the educational development of individual pupils. It will ensure that all pupils are treated as favourably as others and that the school will make all the reasonable adjustments necessary to promote equality and community cohesion. Learners from all backgrounds will be treated as equal and valued members of the school community

Who is responsible?

The governors are responsible for:

- making sure the school complies with the relevant equality legislation and for
- making sure that the school Equality scheme and its procedures are followed.

The head teacher: Miss O'Keeffe is responsible for:

- making sure the school Equality Policy and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;

- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender; •
keeping up to date with the law on discrimination
- taking up training and learning opportunities.

The Headteacher/Deputy is responsible overall for:

- dealing with reports of hate incidents and recording them

Visitors and Contractors are responsible for: knowing,
and following, our Equality scheme.

Race Equality Plan Introduction:

This plan sets out how St Marie's Catholic Primary School will work to promote race equality. This plan addresses our specific duties under the Equality Act 2010. It forms part of our general Equality Scheme and also relates to the Knowsley LA procedure for reporting racist incidents involving pupils in schools.

Ethnic monitoring:

The school is cognisant of the requirements of data collection regarding pupils and recognises the impact of these procedures on analysing the ethnic background of pupils in school.

The school is equally aware of the need to consider issues of ethnicity in the recruitment, induction and retention of members of staff and members of the school's governing body.

The school will use Knowsley arrangements and procedures to monitor all children on roll and adult employees. The school has high expectations of all our school community. The school monitors a range of data to make sure that all pupils are making the best progress possible and no groups of pupils are underachieving.

Impact Assessment:

Equality impact assessments will be conducted on all school policies as reviews take place over the next three years.

Action Plan to address the General Duty to promote Race Equality:

Target	Actions	By whom	Evidence that it is completed
Promote equality of opportunity	Ensure all new staff posts follow Knowsley LA policies. Monitor practise (eg. after school clubs)	Head teacher Whole staff	Policies are kept up to date and reviewed as agreed.
Eliminate unlawful discrimination	Implement changes identified in impact and assessment processes.	Head teacher	Actions identified are completed.
Eliminate incidents of racist harassment	Incidents of racial harassment to be recorded. Review Home/School agreements to ensure parents are aware of their responsibilities.	Senior Leadership Team	Racist incident reports / Home School Agreement. Displays around the
	Include statement of intent relating to bullying. External visitors eg Play in a day, Pop Project.		school.

Promote good relations between different groups	Multicultural events / weeks. Parents/ visitors from different cultures speaking to children and other parents. Promote identity; culture; heritage; and tradition through curriculum opportunities including British Values. Delivery of RE curriculum scheme of work (other religions). Make effective use of race equality resources to support planning.	All staff	Long-term planning – PSHCE / Curriculum including RE Come and See. Assembly records. Photographs / children’s work. RE subject leaders evidence file.
Other actions required	Use guidance on promotion of British Values and Spiritual, Moral, Social and Cultural Education (SMSC) to inform planning of school activities/events. Establish links with schools with high ethnic minorities – both in UK and abroad.	All staff	Learning Mentor file. Displays around the school

How policies and practice are monitored:

- Teaching and learning in action
- Inclusion
- Admissions
- Parental and pupil questionnaires
- Employee profile

How information gathered is used:

- Information is gathered in a variety of ways including the use of Incident files, staff observations, subject leader monitoring, the monitoring of practise, headteacher reports to the governing body and performance management programme etc.
- Evaluations based on the above monitoring to be reported to the governing body.
- Community to be kept informed via school newsletters / school website / Parent App

Staff Development:

- The school identifies CPD requirements as part of the School Development Plan and as part of Staff Appraisal.
- All members of staff have equal access to a broad range of professional development opportunities which are intended to provide members of staff with suitable skills and competencies.

Reporting:

In relation to monitoring, governors will receive information on a termly basis regarding any racist incidents. A review of the action plan will take place annually by staff and a report will be presented to governors in the summer term.

The review of the Race Equality Plan:

A review of this plan will take place in Summer Term 2022

Signed: _____ Chair of Governors

Date: _____

Disability Equality Plan**Introduction:**

This plan sets out how St Marie's Catholic Primary School will work to promote disability equality. A child is disabled if he/she 'has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' SEND Code of Practice

The Equality Act makes it illegal to discriminate against a person with a disability for a reason related to their disability. It is also illegal to have rules, policies or practices which apply to everyone but which may disadvantage people with disabilities. Our school is required to make reasonable adjustments to allow children with disabilities to fully take part in the activities. These requirements are derived from the Disability Discrimination Act.

This plan addresses our specific duties under the Equality Act 2010. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

Impact Assessment:

Disability Equality impact assessments will be conducted on all school policies as reviews take place over the next three years.

Action Plan to address the General Duty to promote Disability Equality

	Actions	By whom	Evidence that it is completed
Ensure curriculum provision supports the needs of children and helps to remove barriers to learning	Staff to ensure provision is differentiated as and when necessary, including use of resources to support identified children	All Staff	Monitoring of planning. Data evidences good progress is being made
Promote equality of opportunity between disabled persons and other persons	Monitor opportunities for all pupils. Large type on newsletters if required. Review policies. See Accessibility plan	All staff	Lesson observations Priorities identified are included in Accessibility Plan with clear timescales for implementation. Resources available to suit the needs of all our children.

Eliminate harassment related to disabilities	Monitor incidents of disability harassment. Anti-Bullying week to include inclusion for all.	Headteacher / Deputy Headteacher	Monitoring of reported bullying incidents and behaviour incident files. Learning Mentor file.
Promote positive attitudes to disability	Display Mission Statement. Use/acquire curriculum resources that reflect an inclusive society. Use assemblies / sports activities that promote positive attitudes to disability e.g. wheelchair basketball.	All staff	Log of activities undertaken Events to include learning about the Paralympics and the Paralympic athletes.
Encourage participation by disabled people	Invite individuals to talk to children / staff. Invite into school to support raising awareness with regards to disability and how we can be proactive in supporting children and adults with disability.	All staff	Log of activities undertaken Photographs After-school Pupil Voice

Accessibility Plan (see Appendix 1)

How are policies and practice monitored.

- Teaching and learning particularly through monitoring of planning and lesson observations
- Inclusion
- Admissions
- Parental and pupil questionnaires

How information gathered is used

Information gathered is used to formulate an action plan which feeds into the School Development Plan. Information is gathered in a variety of ways including the use of incident files, staff observations, subject leader reports, the monitoring of practice, **Staff Development**

Any development needs identified will be incorporated in school CPD Plan.

Annual Reporting

In relation to the action plan monitoring will occur via reports to the Governing body. and reported on an annual basis.

The review of the Disability Equality Plan

A review of this plan will take place in Autumn Term 2019

Signed: _____ Chair of Governors

Date: _____

Gender Equality Plan

Introduction

This plan sets out how St Marie's Catholic Primary School will work to promote gender equality. This plan addresses our specific duties under the Equality Act 2010.

Impact Assessment

Gender Equality impact assessments will be conducted on all school policies as reviews take place over the next three years. Impact assessments will also be conducted on attainment of children identifying any potential gender issues.

Action Plan to address the Gender Equality Duty

	Actions	By whom	Evidence that it is completed
Eliminate unlawful sex discrimination	Equal Pay Rights – school follows Knowsley LA guidance.	Head teacher	All HR policies are adopted and implemented. Practice is reviewed in light of these policies
Eliminate harassment related to gender	Awareness of types of sexist and sexual harassment. Domestic Violence – resources / staff training to raise awareness. Monitoring of reported bullying incidents. Review of curriculum and out of school activities regarding gender bias.	SLT	All policies and procedures are followed. Incidents are recorded and actions completed in line with policies. Regular training of all staff completed.
Promote equality of opportunity between men and women	Invite parents with nonstereotypical jobs to assemblies / classes. Avoid gender stereotyping when inviting visitors to school. Consideration given to activity leaders and staff representation in out of school clubs.	SLT	Raising awareness through assemblies / use of resources etc.

<p>Promote equality of opportunity between boys and girls</p> <p><u>Other Actions:</u></p> <p>Curriculum - monitoring boys' and girls' attainment, underachievement antibullying policies to tackle sexist/ homophobic bullying, attitudes to violence, health initiatives, sport, gender stereotyping careers.</p>	<p>Lessons promote healthy relationships across all areas of curriculum. Use carefully selected materials in the curriculum planning to avoid stereotyping and derogatory images and promote positive role models.</p> <p>Curriculum is accessible to all pupils with SEND. Monitor attainment in boys and girls throughout the school. Ensure sports activities are open to all pupils.</p> <p>Come and See Programmes used to promote mutual respect in relationships. All pupils are supported in the development of SEMH</p>		<p>All activities open to both boys and girls.</p> <p>Use of talking partners within the classroom to promote full participation of all children.</p> <p>Regular monitoring of performance between boys and girls and taking necessary action if/when required.</p> <p>Monitoring of plans and scrutiny of work ensure curriculum provision is meeting needs of both boys and girls.</p>
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Gender monitoring

The school recognises the greater number of female members of staff compared to male members of staff. This is reflective of career development within the field of primary education and is not considered a product of discriminatory practice towards males by the school. The school monitors the difference between attainment of reading, writing and maths at both Key stage 1 and 2. The school monitors attendance and the PASS (Pupil Attitude Survey) to identify any gender issues.

How information gathered is used

Information gathered feeds into School Development Plan.

Staff Development

Any needs identified through monitoring and assessment processes will feed into School CPD.

Annual Reporting

In relation to the action plan monitoring will occur via reports to the Governing body. and reported on an annual basis.

The review of the Disability Equality Plan

A review of this plan will take place in Summer 2022

Signed: _____ Chair of Governors

Date: _____

Appendix 1

1. Accessibility Plan, as required by the Special Educational Needs and Disability Act (SENDA) 2001.

	Actions	By whom	Evidence that it is completed
Improvements in access to the curriculum	Ensure that curriculum planning is accessible and reflects an adaptable and flexible approach to the teaching and learning core subjects.	Senior Leadership Team	Curriculum Planning
Physical improvements to increase access to education and associated services	Acquire specialist equipment as and when identified. Monitor building projects to ensure the school continues to be designed to meet the needs of all students.	Senior Leadership Team	Adaptations made as and when required
Improvements in the provision of information in a range of formats for disabled pupils	Liaise with sensory support staff and speech therapy department to find suitable alternative strategies.	SENCO	Communication is available in a range of formats to meet needs.