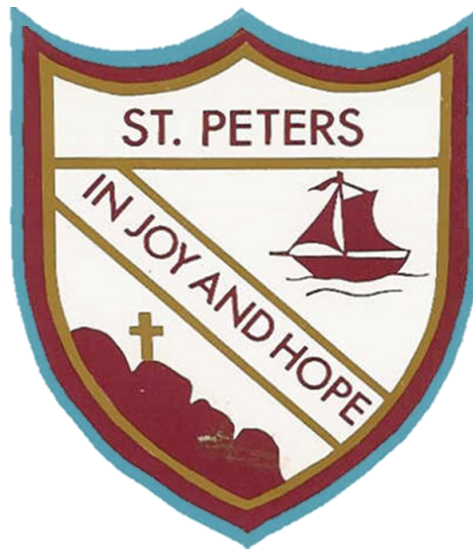


# St Peter's Catholic Primary School



## Equality Policy

Agreed by Governors: June 2021

Chair of Governors Signature \_\_\_\_\_

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- Leadership and management
- Linguistic diversity

### 1. Policy Statement

We will:

- Respect the equal human rights of all our pupils;
- Educate them about equality; and
- Respect the equal rights of our staff and other members of the school community

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or belief, or social-economic background or any protected characteristic. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender, social-economic background and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

### 2. School Practice

The attached appendix contains details of current school practice in:

- Pupil's attainment and progress
- The quality of provision – teaching and learning
- The quality of provision – the curriculum
- The quality of provision – guidance and support
- Behaviour and attendance
- Partnership with pupils, parents, carers and the wider community
- Leadership and management
- Linguistic diversity

### **3. Statutory Requirements**

The equality objectives address our duties under current equality legislation, up to and including the Equality Act 2010.

In relation to this act our duties require us to have due regard to the need to:

- Eliminate discrimination
- Advance equality of opportunity between people who share a protected characteristic and those who do not share it.
- Foster good relations across all characteristics and between those who share a characteristic and those who do not share it

The access plan addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

### **4. Responsibilities**

Our Head Teacher and Governing Body are responsible for:

- Drawing up, publishing and implementing the school's equality objectives
- Making sure the school complies with the relevant equality legislation
- Making sure the school Equality Scheme and its procedures are followed
- Monitoring progress towards the equality objectives and reporting annually

The Head Teacher is responsible for:

- Making sure steps are taken to address the school's stated equality objectives
- Making sure the equality policy and access plans are readily available and that the governors, staff, pupils and their parents know about it.
- Producing regular information for staff and governors about the plans and how they are working.
- Making sure all staff know their responsibilities and receive support in carrying these out
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- Enabling reasonable adjustments to be made, in relation to disability, in regard to pupils, staff, parents/carers and visitors to the school

All staff are responsible for:

- Promoting equality
- Avoiding unlawful discrimination against anyone
- Fostering good relations between groups
- Dealing with prejudice-related incidents
- Being able to recognise and tackle bias and stereotyping

Visitors and contractors are responsible for following relevant school policy.

### **5. 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.

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/head teacher where necessary. All incidents are reported to the Head Teacher and racist incidents are reported to the governing body 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.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as 'any incident which is perceived to be racist by the victim or any other person.'

## **Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their race, 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
- Incidents of others to discriminate or bullying due to victim's race, disability, gender or sexual orientation (or any protected characteristics)
- Discriminatory comments in the course of discussion
- 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

## **6. Review of progress and impact**

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

### **How we conduct equality impact assessment**

Whenever any policy documentation or other school procedures and practices are reviewed we will carefully consider and potential impact in terms of:

- Race
- Religion or belief
- Socio-economic background
- Gender and gender identity/reassignment
- Pregnancy or maternity
- Disability
- Sexual orientation
- Age

### **Publishing the plan**

We will:

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

## **APPENDIX**

### **Pupils' attainment and progress**

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by race, gender, disability and special educational need and social background, any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

### **The quality of provision- teaching and learning**

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. We take account of pupils' experiences and starting points and are responsive to pupil's different learning styles.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by race, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias.

The school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

### **The quality of provision – curriculum and other activities**

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis.

The curriculum builds on pupil's starting points and is differentiated appropriately to ensure the inclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events cater for the interests and capabilities of all pupils.

### **The quality of provision – guidance and support**

We actively promote good personal and community relations within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all children.

The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

### **Behaviour and attendance**

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for disciplining pupils and managing behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment relating to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant LA policies and guidance. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

Adults in school take care to lead through example, demonstrating high expectations of all pupils.

At St Peter's exclusions are rare but reviewed with reference to gender, ethnicity and special educational need. This school will take all reasonable steps to prevent the exclusion of a pupil for a related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

Information and advice on attendance and exclusion can be made available to parents/carers in accessible formats such as relevant community languages and large print.

There are strategies to reintegrate long-term non-attenders and exclude pupils, which address the needs of all pupils.

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relation to a child's disability.

We monitor attendance by different groups. Action is taken in order to address any disparities between different groups of pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

### **Partnership with pupils, parents, carers and the wider community**

We monitor parental involvement and use various strategies to raise participation of underrepresented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written to encourage parents to participate in their child's education. Where necessary information can be made available in languages and formats other than English, parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the aren't partnership service when SEN is identifies.

The schools premises and facilities are equally available and accessible for use by all groups within the community.

### **Leadership and management**

The Governors work to ensure that our school's admission process is fair.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and LA guidelines.

Equality and diversity issues are reflected in our school's employment practices.

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

### **Linguistic Diversity**

At St Peter's Primary a very small number of children speak languages other than English. However we welcome this diversity and we look for opportunities to use languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

We recognise the positive role the home language has to play in the development of English language learning and in pupils' cognitive development.