

*St Edmund's Catholic Primary School*

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*St Joseph's Catholic Primary School*

## EQUALITIES POLICY

**Policy Adopted: Autumn 2015**

**Reviewed: Spring 2024**

**Review Date: Spring 2026**



## **Equalities Policy**

### **Introduction**

#### Rationale

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups of pupils in school, ensuring there is equality of access and celebrating and valuing the heritage and strengths of everyone within the school community.

As a Catholic School we believe each individual is created in the image of God. They must be valued as a unique and gifted member of our community and enabled to grow in a safe, loving environment.

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. At the partnership schools, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other recognised area of discrimination.

This policy has been drawn up as a result of discussion within a working party made up of representatives of teaching and support staff, pupils, parents, and governors.

### **Monitoring and Review**

The person on the staff responsible for co-ordinating the monitoring and evaluation is the headteacher. S/he will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governor responsible for SEND and the governor responsible for Safeguarding.
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEND, Looked After Children (LAC), Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
  - Pupils' progress and attainment
  - Learning and teaching
  - Behaviour discipline and exclusions
  - Attendance
  - Admissions
  - Incidents of bullying, including those which are prejudice related
  - Parental involvement

- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

## **Policy Commitments**

### **Promoting Equality: Curriculum**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles;
- The promotion of our learning characteristics which are embedded in our school ethos and whole school character development.

### **Promoting Equality: Achievement**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provision for special educational needs and disability;
- A range of teaching methods need to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement pupils are encouraged to be actively involved in their own learning.

## **Promoting Equality: Ethos and Atmosphere**

- At the partnership schools, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community and this is a core value as a Catholic school;
- There should be a feeling of openness and tolerance which welcomes everyone to the school and reflects our belief in the teaching of Christ to 'Love one another as I have loved you'
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities;
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of both assemblies, classroom based and off site activities;
- Pupils are given an effective voice, for example through the School Council and through pupil perception surveys which regularly seek their views;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

## **Promoting Equality: Staff Recruitment and Professional Development**

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure good equality practice through the recruitment and selection process;
- Steps are taken to encourage people from under represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

For more information regarding recruitment and retention see the Recruitment Policy.

See the Continuing Professional Development Policy for more details relating to professional development.

## **Promoting Equality: Countering and Challenging Harassment and Bullying**

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school;
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See the Behaviour Policy for specific details.

## **Promoting Equality: Partnerships with Parents/Carers and the Wider Community**

The partnership schools aim to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the school;
- Ensure that there are good channels of communication, e.g. parent forums, to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Traveller or pupils with disabilities are made to feel welcome.
- Parents are given an effective voice through the Parent Forum and regular questionnaires

## **Responsibility for the Policy**

In our school, all members of the school community have a responsibility for the promotion of equalities.

**The Governing Body** has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equality policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's access plan or may be stand alone documents);
- The actions, procedures and strategies related to the policy are implemented;

- The Governors responsible will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

**The Headteacher and Senior Leadership** have responsibility for:

- Working in partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

**All school staff** have responsibility for:

- The implementation of the school equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

**Measuring the Impact of the Policy**

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. As part of the action plan a timeline will be published to enable impact assessment to be undertaken at the appropriate time. The main findings from equality impact assessments will be published for the school community.

Approved at .....

Dated .....

Signed .....(Chair of Governors)

Signed .....(Headteacher)