

St Mary and St Michael Catholic Primary School

Equality Policy



“Learning together hand in hand with our
friend Jesus.”

Approved by:
Last reviewed on:
Next review due by:

Governing Body
February 2020
February 2023

Date: March 2020

Equality and the law

Schools have a number of statutory duties, which must be met in line with legislation.

The legal and local framework for this policy is:

- Race Relations Act 1976 [as amended in 2000]
- Disability Discrimination Act 1995 [as amended in 2005]
- Children Act 2004
- Equality Act 2010
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006

Aims and Values

At St Mary and St Michael we are committed to ensure equality of educational opportunity and support for all pupils, parents, carers and staff irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and able to participate fully within the school community. We believe that a diverse school community is a strength, which should be respected and celebrated, by all those who learn, teach and visit here.

At St Mary and St Michael School, we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to –

- Provide a secure environment in which all our children can flourish and achieve all five outcomes of 'Every Child Matters' (be healthy, stay safe, enjoy and achieve, make a positive contribution and enjoy economic well-being)
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging.
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age.
- Plan systematically to improve our understanding and promotion of diversity.
- Actively challenge discrimination and disadvantage.
- Make inclusion a thread which runs through all our activities.

To achieve these aims we will –

- Involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures.
- Publish and share our policies and impact assessments with the whole community.
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning.
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity.
- Have high expectations of behaviour which demonstrates respect to others.

Leadership, Management and Governance

St Mary and St Michael School is committed to –

- Being pro-active in promoting good relationships and equality of opportunity across all aspects of school life and the wider community.
- Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution.
- Working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that this policy is followed.

Roles and Responsibilities

It is the **Governing Body's** responsibility to:

- Ensure that the school complies with equality legislation.
- Meet requirements to publish equality schemes.
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans.
- Take all reasonable steps to ensure that the school environment gives access to all people with disabilities, and by striving to make all school communications and activities as inclusive as possible for parents, carers and pupils
- Scrutinize the recording and reporting procedures at least annually.
- Follow the LA's admissions policy, which is fair and equitable in its treatment of all groups.
- Welcome all applications to join the school from potential pupils or members of staff, regardless of their sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.
- Take all reasonable steps to ensure that there is no unlawful behaviour in respect of equality including discrimination, harassment and victimisation.
- Monitor attendance and take appropriate action where necessary.

- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body.
- Provide information in appropriate, accessible formats.
- Be involved in dealing with serious breaches of the policy.
- Be pro-active in recruiting high-quality applicants from under-represented groups.

It is the **Headteacher's** responsibility to:

- Implement the policy and its strategies and procedures.
- Ensure all staff are aware of the equality policy and that staff apply guidelines fairly in all situations.
- Ensure staff receive appropriate and relevant continuous professional development.
- Promote equal opportunities when developing the curriculum and participation in the life of the school.
- Actively challenge and take appropriate action in any cases of discriminatory practice.
- Deal with any reported incidents of harassment or bullying in line with LA guidance.
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy.
- Produce a report on progress for governors annually.

It is the responsibility of **all staff** to:

- Be vigilant in all areas of the school for any type of harassment and bullying.
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences.
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture.
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation.
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society.
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Policy, Planning and Review

Whilst we have a duty to develop and publish equality schemes in relation to both gender and disability, we at St Mary and St Michael School are considering all aspects of diversity, equality and disability in this comprehensive policy to be followed by a specific equality and diversity action plan in relation to access, gender and race equality covering a three-year period..

Policy Planning and Development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality.
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils/cohorts.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.
- In addition to monitoring, to rule out any potential disadvantage, quality assurance procedures ensuring the school meets its duty to positively promote diversity
- The data collected is used to inform further school planning, target-setting and decision-making.

Publishing the plan

In order to meet the statutory requirements to publish a Single Equality Scheme and 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 paper copies available for all interested parties.