

## **St Paul's Catholic Primary School Equality Principles & Policy**

### **Rational**

The basic equality between all human beings has always been fundamental to Catholic belief and teaching. St Paul's Catholic Primary School acknowledges and welcomes diversity among pupils, staff, governors and visitors. Our Equality Policy outlines the commitment of the staff and governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued. 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 St Paul's Catholic Primary School, 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 of the protected characteristics (Single Equalities Act 2010). We promote the principles of fairness and justice for all through the education that we provide in our school.

### **Introduction**

St Paul's Catholic Primary School is an inclusive school with a focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people and pupils may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is to be valued, respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. We have the highest expectations of all our children and of all who work and volunteer in our school. We expect that all pupils will make good progress and achieve to their highest potential.

7. We work to raise standards for all pupils, and to close any gaps in progress and attainment of individuals and vulnerable groups. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

### **Purpose of the policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their: sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils but will relate to all staff and volunteers working in our school. The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The Public Sector Equality Duty or general duty requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

The two “specific duties” require all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty.
2. Publish Equality objectives at least every 4 years which are specific and measurable.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

### **Development of the policy**

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2019, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled; who have special educational needs or who are disadvantaged.

## **Links to other policies and documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our School Improvement Plan, (SIP) Self-Evaluation Form {SEF}, the school prospectus and school web site.

There are also references in the Behaviour, Admissions and SEND policies, as well as minutes of meetings involving governors, the whole staff, the senior leadership team and our school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment literature and guidance from the local authority.

## **What we are doing to eliminate discrimination, harassment and victimisation:**

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and service

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all – as explained in “The St Paul’s Way” and expressed in our “City of Values”.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation or gender reassignment.

## **Behaviour, Exclusions and Attendance**

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over representation of different groups and take action promptly to address concerns.

## **Addressing prejudice and prejudice based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. Details of how we do this can be found in our Behaviour Policy.

## What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a special need or disability through our pupil admissions meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We collect, analyse and publish data:
  - ❖ % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
  - ❖ by year group – in terms of ethnicity, first language and gender
  - ❖ on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
- We analyse standards reached by the following different groups at the end of each year:
  - ❖ White British
  - ❖ FSM and non-FSM
  - ❖ Boys and girls
  - ❖ EAL
  - ❖ All SEND including School Support, School Support+ and EHC Plans Looked after Children
  - ❖ Known Gypsy Roma Traveller
  - ❖ Ethnic minorities

This data can be made available on request, if it does not compromise confidentiality by revealing details that could identify individual pupils.

- We publish an account of how the Pupil Premium is spent to improve the learning of those known to be eligible for Free School Meals (FSM) and close the attainment gap between them and their more affluent peers (Appendix B).
- We also collect, analyse and use data in relation to attendance and exclusions of different groups.
- We are aware that the legislation relates mainly to current but also to future pupils – we will therefore be sufficiently prepared and seek appropriate professional guidance if a visually impaired, hearing impaired or Gypsy Roma Traveller pupil joins our school.

- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".
- We use a range of teaching strategies that ensures we meet the needs of all pupils. We provide support to pupils at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example: disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds, girls and boys
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

### **Positive Action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

### **Fostering good relations within the curriculum**

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through Religious Education, PSHE and citizenship and across the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

We include the contribution of different cultures to world history and that promote positive images of people

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.

We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. CAFOD assemblies and visits, e.g. Our One World Week each year (the children visit a Mosque, Sikh temple, Hindu temple and a synagogue on a 4-yearly rotation).

### **Other ways we address equality issues:**

- We maintain records of all training relating to Equalities.
- Our monitoring records include evaluations of aspects of Equalities.
- We keep minutes of meetings where equality issues are discussed.
- We have a rolling programme for reviewing all of our school policies in relation to Equalities and their impact on the progress, safety and wellbeing of our pupils.
- The implications for equalities of new policies and practices are considered before they are introduced.
- In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:
  - ❖ review relevant feedback from the annual parent questionnaire, parents' evening, parent-school - forum and/or focus meetings or governors' parent-consultation meeting
  - ❖ secure and analyse responses from staff surveys, staff meetings and training events;
  - ❖ review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS);
  - ❖ analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans / Personalised Provision Maps, mentoring and support;
  - ❖ ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups

### **Publishing Equality Objectives (see School Improvement Plan)**

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

Our Equality Objectives for 2019/2020 are:

1. To refresh the school's Curriculum Map, by designing and implementing an 'equalities matrix' to embed learning across the curriculum in each year group, ensuring relevance and progression year on year. Reinvigorating this Map each year maintains focus on these important areas of teaching and learning.

2. To improve attendance of minority and vulnerable groups (linked to “Better Behaviours Project”)

### **Monitoring and reviewing objectives:**

We review and update our equality objectives every year and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

### **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

### ***Governing body***

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the Ethos, Environment and Enrichment Committee of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school’s commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school’s Equalities Work taking account of quantitative evidence and qualitative evidence.

### ***Headteacher and Leadership team***

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

### ***Teaching and Support Staff***

All teaching and support staff will:

- ❖ promote an inclusive and collaborative ethos in their classroom;
- ❖ challenge prejudice and discrimination;
- ❖ deal fairly and professionally with any prejudice-related incidents that may occur;
- ❖ plan and deliver curricula and lessons that reflect the school’s principles, for example, in
- ❖ providing materials that give positive images in terms of race, gender and disability;
- ❖ maintain the highest expectations of success for all pupils;
- ❖ support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- ❖ keep up-to-date with equalities legislation relevant to their work

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

### **Visitors and Volunteers**

All visitors to the school, including parents and carers and all those who volunteer, undertake training and/or work experience are expected to support our commitment to equalities and comply with this policy.

### **Staff and governors responsible for equalities**

Maxine Sewell - Headteacher – Designated Senior Person

Rachel Griffin and Ann Marie Feldman – Co Deputy Head teachers

Governor – Thelma Rogers

### **Equal opportunities for staff**

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Disseminating the policy**

This Equality Policy, along with the Equality Objectives and data is available: on the school website, as a paper copies from the school office, as part of induction for new staff and on the shared drive of the network for staff resources.

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.



## **Monitoring and reviewing the policy**

We review the information about equalities in the policy annually and make adjustments as appropriate.

**Approved on 26<sup>th</sup> September 2019**

**At Full Governing Body Meeting**

**Signed:**

**Carol Lawler**

**Chair of Governors**

**Maxine Sewell**

**Head Teacher**

**Review date: September 2020**

## **APPENDIX A**

### **Check list for school staff and governors**

The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.

This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.

The school publishes information to demonstrate purposeful action on the general duties.

The school analyses pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.

The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.

A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.

The school ensures that all staff understand and implement the key requirements of the Equality Policy.

The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.

The curriculum includes opportunities for all pupils to understand and celebrate diversity and Difference.

All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council.

The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.

Visual displays and multi-media resources reflect the diversity of the school community.

Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.

The school takes part in events such as One World Week, CAFOD Walks and Deaf Awareness Week.

The school environment is increasingly accessible possible to pupils, staff and visitors to the school – including the acoustic environment.

Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.

The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.

The Governing Body is increasingly representative of the community it serves and the election of parent governors are open to candidates and voters who are disabled.

## APPENDIX B

### Pupil Premium Expenditure & Income School Year 2018-2019

This is available on request and will be published on the school website

## APPENDIX C

Analysis of different groups – This will be available November 2019 once up to date data is ratified and available. Please note this data will be subject to Data protection Regulations and only data that does not make it possible to identify individual pupils will be shared.