



## Our Lady & St. Edward Primary & Nursery Catholic Voluntary Academy

### Equality Policy

Our Lady & St. Edward is committed to ensuring the equal treatment of all pupils, staff, parents, guardians, carers and any other persons within the school and wider community, regardless of; age, disability, ethnicity, gender, religion and sexual identity. In doing so we aim to eliminate discrimination, promote equality of opportunity, and encourage good relations and positive attitudes.

#### Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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.
4. we support pupils with special educational needs and disabilities through our SEND policy which is in line with the SEND Code of Practice 2014.

#### Guiding principles

5. In fulfilling the legal obligations cited above, we are guided by nine principles:

**Principle 1:** All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as 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
- whatever their sexual identity.

**Principle 2:** We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate

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but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

**Principle 3:** We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

**Principle 4:** We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5:** We aim to reduce and remove inequalities and barriers that already exist.

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:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

**Principle 6:** We consult and involve widely.

We engage with a range of groups and individuals to 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 consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- homosexual people as well as heterosexual.

**Principle 7:** Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- homosexual people as well as heterosexual.

**Principle 8:** We base our practices on sound evidence.

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

**Principle 9:** Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

In relation to:

- disability
- ethnicity, religion and culture
- gender

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.

### **The curriculum**

6. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles set out in paragraph 4 above.

## **Ethos and organisation**

7. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

## **Addressing prejudice and prejudice-related bullying**

8. The school is opposed to all forms of prejudice which prevent in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

9. We take seriously our obligation to record regularly to the governing body about the numbers, types and seriousness of prejudice-related incidents and how they are dealt with.

## **Roles and responsibilities**

10. 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.

11 The Strategic Development Committee body has a watching brief regarding the implementation of this policy.

12. 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.

13. A senior leadership team of staff has day-to-day responsibility for co-ordinating implementation of the policy.

14. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

### **Information and resources**

15. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

16. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

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

### **Staff development and training**

18. 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.

### **Breaches of the policy**

19. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

### **Monitoring and evaluation**

20. We collect, study and use quantitative and qualitative data relating to the

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implementation of this policy, and make adjustments as appropriate.

21. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

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## Our Lady & St. Edward Primary & Nursery Catholic Voluntary Academy

### Equality Objective and Annual Equality Information

Our school's equality objectives for 2015-2017:

- Celebrate cultural diversity through our curriculum
- Ensure that children arriving in school with little or no English are supported to make rapid progress in English, to enable them to access the curriculum
- Ensure that staff and the Governing Body are aware of current legislation surrounding diversity and equality and understand the school's responsibilities

#### **Monitoring information:**

	<b>2015</b>	<b>2016</b>
<b>Number on Role</b>	240	250
<b>% male pupils</b>	47.9	44.8
<b>% female pupils</b>	52.1	55.2
<b>% EAL children</b>	42.4	49.2
<b>% SEN Support</b>	12.1	10.2
<b>% FSM children</b>	41.5	38

#### **School Development Priorities for 2016-17:**

##### **Focused Priority:**

*Ensure that the curriculum engages and encourages pupils to develop their resilience, determination, self-esteem and confidence*

*Consolidate the improving Key Stage 1 & 2 mathematics achievement to ensure that all pupils make at least equal or more progress compared to pupils nationally from similar starting points with a focus on the most able pupils.*

*Improve teaching to increase the challenge in literacy for all groups of pupils so that they make rapid progress and the difference between school and National particularly for disadvantaged pupils from similar starting points are closer than at the end of 2016:*

*Upskill new governors who have recently joined the FGB and those who have taken on new roles to be knowledgeable about the school and its future progress towards an outstanding Ofsted judgement*

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**Examples of our work to promote equality in 2015-2017:**

- Aspirations Week planned for Summer 2017.
- Faith celebrations – Diwali, Eid, Harvest, Easter, Christmas
- Playground leaders, Buddies, Peer support and Reading buddies
- School Emotional Counseling
- Training for all staff on school related school policies
- Children’s voice through class, School Council and House Assemblies
- Support from our MAT chaplains
- Disability Access & Accessibility Audit November 2014



## Appendix 1 DES Action Plan

Outline the steps the school will take to meet the Duty. The Action Plan should highlight your priorities, and the specific outcomes you wish to achieve that will make practical improvements to equality for disabled people, how you're going to measure performance against these outcomes and the timetable you wish to achieve them in.

The action plan should also include the priorities of disabled people consulted.

Priority	Action Required	Timescale
Building	For work to the school office to include ramped access to the front entrance of the school.	Completed 2008
	Ramped access for the external steps by the staff room.	Completed 2010
	Ramped access to the rear playground door of the school	Completed Autumn '09
	Improved signage in and around the school site	Completed 2013
	To refurbish Foundation Stage in line with Disability Access Requirements.	Spring 2014
Curriculum	To extend the range of learning resources e.g. reading books, which show people with disabilities	Ongoing
	To increase the children's awareness of disability and what disabled people can achieve via SEAL, PSHE and work on the 2012 Olympics and Paralympics.	Ongoing
	To make increased use of interactive teaching methods, including the use of interactive white boards in Years R - 6.	Complete 2008 Nursery Completed 2010
	To ensure that the needs of children with disabilities are catered for and that they and their parents are consulted as to the adequacy of the provision in meeting their needs.	Ongoing

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