

St Mary Magdalen's Catholic Primary School



School Equalities Policy

Written/Revision Date: 7 March 2024

Reviewed by: John Conway, Acting Headteacher

Next Review: 6 March 2025

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Approved:
Chair of Governors

Date: 7 March 2024

MISSION STATEMENT

We are a Roman Catholic community, placing God at the centre of our lives. Christian values permeate every aspect of the school day. As a small friendly school, we aim to produce the warmth and intimacy of the family. We recognise each individual as special and loved by God, caring for one another and fostering love, trust and respect. When mistakes are made we recognise them as opportunities for learning and consequent reconciliation.

We aim to help all children fulfil their potential. We have high expectations of the children; we want them to do their best socially, personally, academically and spiritually.

We recognise each child's full entitlement to education. We value children's uniqueness and endeavour to nurture their potential. We strive to promote in them a sense of personal worth and self-confidence, as well as an awareness of their responsibilities to self and others.

Equalities Policy

Introduction

As a Catholic school, we take seriously our duties under the Equality Act 2010. We are committed to just and equal treatment for all and this commitment is evident in our school Mission Statement, 'Love one another as I have loved you' and our School Values which underpin our school ethos.

The general equality duty

The equality duty has two main parts: the 'general' equality duty and 'specific duties'.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Three specific duties

- Having 'due regard' to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:
- Remove or minimise disadvantages.
- Take steps to meet different needs. Encourage participation when it is disproportionately low.

There are certain exceptions within the Equality Act 2010 to the discrimination provisions for schools with a religious character, including content of the curriculum, collective worship and admissions.

The school must meet two specific duties which are to:

- publish information to demonstrate how they are complying with the equality duty at least annually. This may include school performance data, anti-bullying policies, curriculum materials, parent and pupil surveys and the School Development Plan. It can also refer to national and other surveys and benchmarking. The school will generally have sufficient information in the form of routine data or individual/group records. Where there are gaps or concerns, then the school may decide to collect more information to provide a complete picture of the school, shape objectives, address inequality and inform decision making.
- publish at least one, although not usually more than four, specific and measurable equality objectives, at least every four years

The duty to have 'due regard' to equality consideration is a continuing one which applies to all policies and procedures. It also applies to what may not be written down i.e. practices, and the school will always try to use information about pupils with protected characteristics to promote positive outcomes and mitigate adverse effects.

Meeting these duties forms an integral part of the work of the school and must be integrated into the carrying out of the school's functions. 3

In fulfilling our legal obligations, we aim to:

- Eliminate any type of discrimination that is prohibited by the Equality Act 2010.
- Foster positive attitudes and relationships, a shared sense of belonging as outlined in the Fundamental British Values.
- Advance equality of opportunity by ensuring that teaching and learning and the curriculum promote equality and celebrate diversity.
- Ensure that all pupils have access to a rich, broad, balanced and relevant curriculum.
- Observe good equalities practice, including staff recruitment, retention and development and compliance with the Equalities Act 2010 within the School Standards and Framework Act 1998.
- Ensure that pupils, parents and other stakeholders are consulted and involved widely in advancing the provision made by the school.
- Promote community cohesion by fostering good relations.
- Ensure that within the school budget adequate funding is provided to underpin this.

We believe that promoting equality is the responsibility of everyone in the school community. We believe that discrimination is unacceptable. All pupils should have access to the whole curriculum and be able to take part fully in school life, regardless of:

- Age.
- Disability.
- Gender Reassignment.
- Marriage or Civil partnership.
- Pregnancy or maternity.
- Race.
- Religion or Belief.
- Sex.
- Sexual Orientation.

Including but not limited to:

- Travellers, asylum seekers and refugees.
- Children with special educational needs (SEN).
- Children 'looked after' by the LA.
- Children with medical conditions.
- Children from families under stress.
- Any children who are at risk of disaffection or exclusion.
- Socio-economic factors.

We similarly respect the equal rights of our staff, parents, families and other members of our community. We are opposed to and will challenge all forms of discrimination.

The Equality Act 2010 provides a single source of discrimination law.

The role of governors

In this policy, the governing body has set out its commitment to equal opportunities and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

- The governing body collects, analyses and evaluates a range of school data. Our aim is that all pupils make the best possible progress and that no group of pupils underachieves.

- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school.

The Head teacher is responsible for:

- Implementing the policy on equal opportunities and is supported by the governing body in so doing.
- Ensuring that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.
- Ensuring that all appointment panels give due regard to this policy, so that no-one is discriminated against.
- Promoting the principle of equal opportunity when developing the curriculum and in providing opportunities for training.
- Treating all incidents of unfair treatment or discrimination with due concern and taking appropriate action.
- Reporting racist incidents to the LA.

All members of staff are responsible for:

- Ensuring that all pupils are treated fairly and with respect.
- Challenging any incidents of prejudice or discrimination.
- Keeping up-to-date with the law on discrimination, and taking up training and learning opportunities.
- Promoting an inclusive and collaborative ethos in their classroom or work area.
- Dealing fairly and professionally with any prejudice related incidents that may occur.
- Planning and delivering a curriculum and lessons that reflect the school's principles e.g. in providing materials that give positive images in terms of race, gender and disability and challenge stereotypes.
- Maintaining the highest expectations of success for all pupils.
- Supporting different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- Reporting racist and homophobic incidents or incidents of bullying to the Head teacher.

Monitoring and Review

- It is the responsibility of the governing body to monitor the effectiveness of this policy by:
- Monitoring the progress of children of different groups and comparing it to the progress made by other children in the school.
- Monitoring the staff appointment process so that no one applying for a post at this school is discriminated against.
- Taking into serious consideration any complaints regarding equal opportunity or discrimination from parents, staff or children.
- Seeking the involvement and engagement of all members of the school community.
- Seeking support from outside agencies as appropriate.

Appendix 1

Check list of good practice 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 the trends of 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 Equalities Policy.
- The school ensures that visitors to the school understand and follow the key requirements of the Equalities 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 annual events such as Anti Bullying Week, Black History Month etc. to raise awareness of issues.
- The school environment is increasingly accessible to pupils, staff and visitors to the school.
- 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 representative of the community it serves.
- Procedures for the election of parent governors are open to candidates and voters who are disabled.

Appendix 2

Equality Objectives 2023/24

	Target	Action	Monitoring	By
1	To promote cultural diversity and inclusion within the curriculum and the wider life of the school.	To plan events throughout the year which celebrate the cultures within our school community, our local community and wider global community and raise awareness of diversity such as: Teaching of Other Faiths Visits to places of worship Visiting speakers Sharing of home languages within assemblies and acts of worship Celebrating religious festivals and awareness days Disability Awareness events	Pupil voice: What are children's attitudes towards cultural diversity and inclusion? Pupil voice: What do children remember about the key concepts taught across the year?	RE lead Well-being lead SLT
2	To ensure that all children, especially those with protected characteristics or PPG children, participate in after school clubs, sports activities, music tuition and pupil-led committees.	To consult with children and parents to encourage children to take up extra-curricular opportunities. To ensure that the children in our pupil leadership teams represent the diversity of our school community To analyse the make-up of sports teams, pupil-led committees and musical groups to ensure that they are inclusive and take action to increase inclusion if required	Analysis of participation of different groups of children each term. Evaluation of strategies used to increase participation.	PP lead Clubs co-ordinator Pupil-led team leaders
3	To ensure that our texts, our curriculum, visual display and classroom resources reflect the diversity of our school and challenge stereotypes.	CPD to raise teacher awareness of the impact of positive images and role models. Increase in range of positive images/ examples of people with protected characteristics in texts, the curriculum, assemblies and displays	To monitor through Learning Walks and planning audits.	SLT Whole staff
4	To improve staff and pupil knowledge and confidence	Y5 6 week racial justice programme	Pupil Voice - Staff survey of confidence and	SLT Well-being lead

	around anti-racism so that they are able to support children and recognise and challenge discrimination and racism.		knowledge of anti-racism	
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