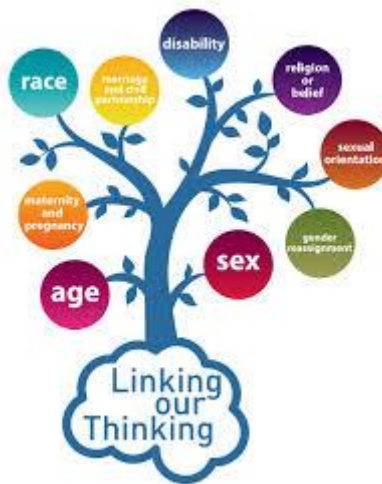


St Mary's Cloughton

Equality, Diversity and Inclusion Policy, Statement and Objectives



St. Mary's Catholic Primary School

LIVING FEELING DREAMING

Living our life as Jesus taught us, Feeling the Gospel Values, Dreaming of bright futures for all



'a small school with a big heart'



1. **Rationale:**

We welcome our duties under the Equality Act 2010.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 characteristics – between people who share a protected characteristic and people who do not share it

2. **Aims:**

- For all to feel valued, included and recognise their beauty, purpose and contributions to the world in which we live.
- Recognise, celebrate and respect differences.
- Foster positive attitudes and relationships and a shared sense of cohesion and belonging.
- Observe good equalities practice in staff recruitment, retention and development.
- Aim to reduce and remove inequalities and barriers that already exist.
- Consult and involve widely.
- Base our practices on sound evidence.
- Embed our work around Fratelli Tutti and Laudato Si as stewards of creation, working in solidarity and caring for our common home as brothers and sisters.

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

This document refers to the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools: <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

Equality, diversity and inclusion in education is essential for both teachers, children and all stakeholders in the school community. Every school or setting wants to make sure all their learners can thrive and reach their full potential. By raising awareness of all strands of diversity, how to eliminate discrimination, promote equality of opportunity and foster good relations, we are preparing our children and young people to become good global citizens and to appreciate and celebrate the diverse society in which we live.

We work hard to create a positive and inclusive culture in which all staff and young people are valued, included and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex, sexual orientation, gender identity, pregnancy or marriage / civil partnership.

We recognise our obligations under the Equality Act 2010 and are committed to promoting equality and diversity with all those we work with, especially our employees, pupils, young people and visitors. We oppose all forms of unlawful and unfair discrimination, bullying, harassment and victimisation and will make every effort to comply with the requirements of the Act and its subsequent provisions.

At St.Mary's Catholic Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We are committed to ensuring equality of education and opportunity for all pupils.

Inclusion at St.Mary's Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists.

This is a whole school policy ensuring equality applies to all members of the school community: pupils, staff, governors, parents and community members.

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

The Governors and Staff are committed to providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination. We are committed to overcoming sexist, racist and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes.

3. Our principles:

We see our first task as equipping pupils with an awareness and appreciation of an increasingly diverse society.

Thus:

1. Discrimination on the basis of colour, culture, origin, sex, ability, political and religious belief is unacceptable in this school.
2. Every pupil, member of staff and Governor will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
3. The primary objective of this school will therefore be to educate, develop and prepare all our pupils, whatever their sex, colour, culture, origin or ability, for life.
4. An equal opportunities philosophy will be practised by all staff.

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. We promote the principles of fairness and justice for all through the education that we provide in our school.

We promote the principles of fairness and justice for all through the education we provide and ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve. We challenge stereotyping and prejudice whenever it occurs. We celebrate the cultural diversity of our community and show respect for all minority groups.

Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

4. Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation.

It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas. As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.

The Single Equality Act reflects the Government's commitment, 'to narrowing gaps, and to tackling the barriers to equal opportunities and social mobility which hold individuals back, and bring heavy social and economic costs. Equality is central to building a strong economy and fairer society. It underpins the Coalition's guiding principles of freedom, fairness and responsibility'.

The Governing Body of St.Mary's is responsible for ensuring that the School meets the requirements of the Equality Act. The Governing Body welcomes this responsibility and will:

- Ensure that everything the school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage.
- Ensure the school takes all reasonable steps to see that its employees do not carry out unlawful discriminatory actions or behaviour
- Support and guide the school to have 'due regard' for equality in all its functions
- Ensure the school complies with the two new 'specific' duties to publish equality information and objectives.
- To ensure the success of every pupil, equal opportunity is at the heart of our vision with an insistence that all pupils will do well.
- 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.

It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'.

You're protected from discrimination:

- at work
- in education
- as a consumer
- when using public services
- when buying or renting property
- as a member or guest of a private club or association

5. What does the law prohibit?

Types of unlawful discrimination

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).

Discrimination by association is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

Perception discrimination is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

Indirect Discrimination occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic, and it cannot be shown to be a proportionate means of achieving a legitimate aim. Arguing that it's more expensive not to discriminate is unlikely to be considered a valid justification.

Discrimination arising from disability

The Equality Act also protects an employee from what the law terms 'discrimination arising from disability' – this is where they are treated unfavourably, not because of the disability itself, but because of something linked with their disability.

Harassment occurs when a person is subject to "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual". It can include behaviour that individuals find offensive even if it's not directed at them, offence was not intended and even if they do not have the relevant protected characteristics themselves.

Bullying is very similar to harassment, but it is not related to a protected characteristic. Bullying doesn't have a legal definition in the Equality Act but will normally be handled in exactly the same way under an organisation's duty of care.

Victimisation occurs when an individual is subject to a detriment because they have - or are suspected of having - made an allegation, given evidence about or supported any individual (including themselves) who has been subject to any of the above.

6. Anti-racism

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

7. Disability Equality

We are committed to ensuring equal treatment of all its staff, pupils and visitors, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and aspects of school life. The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality.

This is in addition to all pupils with long term impairments, which have a significant impact on their day-to-day activities. We recognise that disability is not caused by the individual(s), but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole. Our school will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life

8. What is the role of the governing body and senior leadership?

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

The governors welcome all applications to join the school, whatever background or disability a child may have. The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the

school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

9. How will we put this into practice?

Admission

The school follows the Local Authority Admission Policy, which does not permit (providing resources are available) sex, race, colour or disability to be used as a criteria for admission, augmented by creed and ability. This will be revised as the Local Authority change recommendations.

Registration

Pupil's names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.

Discrimination

All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the playground, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable and further action could be taken.

Pupils

If there are subsequent incidents, then the appropriate senior staff member should be informed and consideration should be given to involving the parents. Racist and political symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti should be immediately removed.

Staff

The school values diversity amongst the staff. In all staff appointments, the best candidate will be appointed, based on strict professional criteria. All staff should be aware of possible cultural assumptions and bias within their own attitudes.

Recruitment and selection

All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally. We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, training, pay and benefits, discipline and selection for redundancy. Where appropriate, we will endeavour to make all reasonable and effective adjustments during the recruitment and selection process.

In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism.

Close liaison with families in the school is beneficial to all concerned. Support and advice is available from the authority's multicultural support service. The school's pastoral care organisation should be used, particularly with regard to home/school liaison and for dealing with any situations of discrimination or harassment.

The Curriculum

All pupils must have equal opportunity of access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive, and must not highlight sexual and cultural diversity.

The curriculum is crucial to tackling inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups. The principles of equality and diversity are embedded in our academic and social curriculum. Positive and proactive steps will be taken to prevent discrimination against, or bullying, harassment or victimisation of, any young person in the provision of education. We will ensure fair access to benefits, facilities or services including educational trips, work experience and leisure activities.

Language

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use. Pupils and staff must feel that their language or dialect is valued.

Resources

We will actively seek to make reasonable adjustments to ensure that people with a disability have equal access to opportunities and resources. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by an individual with a disability, as far as is reasonable.

The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origins. Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural and non-sexist.

Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences.

10. The Public Sector Equality Duty

Since April 2011, schools have been bound by a part of the Equality Act 2010 called the public sector equality duty (hereinafter referred to as the PSED or the 'equality duty').

The equality duty replaces the previous three sets of duties on schools to promote disability, gender and race equality through having equality policies and action plans for these groups. Whilst there is now no requirement for schools to have these equality policies, schemes and/or action plans the Governing Body will ensure that there will be no discrimination, harassment or victimization of a pupil or potential pupil because of their race, sex, disability, religion or belief, or sexual orientation, in accordance with the protected characteristics in the Equality Act.

These protected characteristics are :

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

Note : The protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in relation to their provision for pupils.

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

The general duty

The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact pupils and staff. Schools are required to have 'due regard' to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

The specific duties

The two specific duties for schools aim to assist them in meeting the general duty. These are:

- To publish information to show how they are complying with the equality duty. This must be updated at least annually
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

As a School we will publish information on :

- The diversity of the school population.
- How we are performing in relation to the three aims of the equality duty.
- We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

How will we achieve equality?

The School makes reasonable adjustments to ensure equality and that no pupil is placed at a substantial disadvantage.

To make these reasonable adjustments we:

- plan ahead;
- identify potential barriers;
- work collaboratively;
- identify practical solutions through a problem-solving approach;
- ensure staff have the necessary skills;
- monitor the effects of the adjustments and this policy;
- consider the effect of any proposed change upon all members of the school community and the available resources.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way

that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs. Our PSHE and HRSE curriculum works alongside our British Values teachings and our curriculum maps have big thinking questions focusing on diversity, kindness and inclusion for all.

11. Fostering good relations

As a school we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We school aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality Objectives

The Governing Body have set the following Equality Objectives for the four academic years commencing 2024-2028. These will be monitored by the Governing Body regularly, and reviewed at least annually in the summer term.

12. School Equality Objectives 2024-2028

- To increase the level of pupil voice by extending our traditional school council to include a fair representation of all pupils in school (by creating more varied roles within the school council), and in this way to foster good relationships in the school between those who have protected characteristics and those who do not.
- Continue to improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, for example increasing understanding between pupils from different faith communities.
- To celebrate the rich variety of individual and group characteristics which constitute our school community, as well as the wider world.
- To use performance data to monitor achievement and respond to variations between groups of learners, subjects and key stages, trends over time and comparisons with other schools.
- To further develop student and staff wellbeing and positive mental health.

What have we done as a school already?

- We have introduced a uniform policy which does not specify uniform by gender
- Section 48 inspection found that we are an outstanding and inclusive school.
- Revisited how our curriculum teaches community cohesion and inclusion and further developed curriculum maps to enhance cultural capital preparedness for next steps in a diverse and exciting world.
- Joining The Linking Network and working alongside other contrasting school communities.

Date last reviewed : September 2024

S.Deakin
P.Rydeard

To be reviewed September 2025