



St Mary's Catholic Primary School

At St. Mary's we live and learn sharing God's love

SINGLE EQUALITIES POLICY

The policy outlines the commitment of the staff, pupils and governors of St Mary's Catholic Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- The Governing Board
- Multi-agency staff
- Visitors to school
- Students on placement

We believe that equality at St. Mary's 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 Mary's Catholic Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any protected characteristics.

The School in Context:

- 281 pupils on roll - 138 boys and 143 girls
- 20% of children are from an ethnic background other than White British
- We are a Catholic school with Christian values working closely with our local church - St Mary's.

- Our strong links with church, parish and Archdiocese enrich pupil's religious, spiritual, moral and social education
- The children come from a mix of socio-economic backgrounds
- The school has disabled toilets and is accessible by ramps.

Ethos and Atmosphere

- At St Mary's Catholic Primary School, the leadership of the school demonstrates respect for all members of the school community.
- There is a warm and friendly atmosphere in school where everyone is made to feel welcome.
- All within the school community will challenge any type of discriminatory and / or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions. All pupils are encouraged to greet visitors to our school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, collective worship, classroom based and externally based activities.

Monitoring and Review

St Mary's Catholic Primary School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential - see Mission Statement and School Motto.

We collect and analyse a range of equality information for our pupils/students:

- Documentation arising from school evaluation
- LSIP and ASP online provide information by ethnicity, disability and gender and Free School Meals (FSM).
- Attainment data
- Analysis contributes to our School Improvement Plan

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. This is done formally on a termly basis. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Governing Board receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- All forms of bullying including racism, disability, sexism and homophobia
- Parental involvement
- Participation in extended learning opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

St Mary's Catholic Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a Governing Board that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Our school information management system (SIMS) records data about gender, pupil ethnicity, disability and special needs and is regularly updated. The requirements of GDPR (2018) apply in relation to all confidential information held.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the SLT. Their role is to:

- Lead and support discussions, organise training and update staff in staff meetings.
- Work with the Governing Board on matters relating to equality.
- Support evaluation activities that moderate the impact and success of this policy.

Developing Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. Teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Use materials to promote a positive image of and attitude towards disability and disabled people.
- Use materials and language which promote positive images of males and females in society.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different culture and religious traditions.
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the whole curriculum covers issues of equality and diversity.
- Each department and subject promote and celebrate the contribution of different cultures to the subject matter.
- Seek to involve all parents in supporting their child's education.
- Provide educational visits and extended learning opportunities that involve all pupil groups.
- Take account of the performance of all pupils when planning for future leaning and setting challenging targets.
- Make best use of all available resources to support the learning of all groups and pupils.
- Identify resources and training that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.

- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Consideration will be given to the physical learning environment - both internal and external, including displays and signage.

Curriculum

At St Mary's Catholic Primary School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their culture, backgrounds, linguistic needs and learning styles
- All pupils have access to learning opportunities which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within St Mary's Catholic Primary School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and gender diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at St Mary's Catholic Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem

- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity. We try to ensure that all non staff members who have contact with children adhere to school guidelines.

Provision for EAL Pupils

We undertake at St Mary's Catholic Primary School to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum.

These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced EAL learners

Personal Development and Pastoral Guidance

Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristics and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils.

- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- Children have access to both male and female staff, sports coaches and visitors.

- We encourage the career development and aspirations of all school staff.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality through the recruitment and selection process
- Equality policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices that are available on the school website.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. At St. Mary's Catholic Primary School it is a requirement that the Head teacher and Deputy Head teacher are practising Catholics. As an aided school we ask that teachers are willing to support the Catholic ethos of the school as these roles provide spiritual leadership and promote the foundation of the school. Other roles in school are asked to support the Christian ethos.

In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Members of the local community are encouraged to join in school activities

Roles and Responsibilities

- Our Governing Board will ensure that the school complies with statutory requirements in respect of this policy.
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support.

- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy.
- Our 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.

Publicising the Policy and Plan

This policy is a public document and is publicised on our school website and staff will be signposted to a copy during the induction process.

Annual Review of Progress

This policy will be reviewed annually.

Reviewed: September 2019

Reviewed by: Nicola Sayers and Sue Mills.

Next review date: September 2020