



## St Anne's Catholic Primary School. Single Equalities Policy

### Statement of Principles

This policy outlines the commitment of the staff, pupils and governors of St Anne'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 body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

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 Anne'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 other recognised area of discrimination. St Anne's School Mission Statement is 'Loving God in All We Do'. This is the mission we strive to live each day at St Anne's.

### **Aims:**

All our aims are rooted in the teaching of Jesus who is the fullest expression of humankind. We aim to provide our pupils with the knowledge and appropriate understanding for their age of other religions. We aim to recognise and endeavour to serve the needs of all members of the school community – academic, spiritual, moral and physical. We acknowledge in particular the needs of those who are disadvantaged in any way. We aim to value the importance of fostering and developing the potential of each person in justice and equality and in educating each pupil as a whole person. We offer a broad and balanced curriculum that is challenging, contemporary, varied, vibrant and enjoyable.

## School in Context

St Anne's Catholic Primary School is a mixed gender school and nursery. There are currently 375 pupils on role, the majority of who are white British. When full, the school's capacity would be 420 children. There is an equal balance between boys and girls throughout the school. Children for whom English is not their first language are provided with support throughout their schooling by skilled intervention.

St. Anne's are committed to the concept of inclusion and to the adaptations necessary to ensure that parents, pupils, staff and other visitors to school have as little difficulty as possible in accessing the building.

- The school grounds:
  - Major pathways have been separated from the traffic by railings.
  - All renovations of the building regulations in respect of doors, windows and vision panels have been fully observed and installed to conform to disability legislation.
  - Main doors allow wheelchair access.
  - All buildings are at one level.
  - Most doors have ramp access for wheelchair users.
  - Major pathways have been repaved and widened to assist wheelchair users or those with impaired mobility.
  - A disabled toilet is situated in the KS2 building.
- Adaptations for pupils with hearing impairments and visual impairments:

In cooperation with Local Authority SEN officers, we would, as required, undertake a survey of the premises with respect to its suitability for pupils with these disabilities. Our aim is to meet the needs of our children and therefore adaptations will be made if appropriate and necessary.

## Ethos and Atmosphere

- At St Anne's Catholic Primary school, all staff will demonstrate mutual respect between all members of the school community
- We welcome everyone to the school. Visiting professionals have commented about the positive and friendly atmosphere in the school.
- All those within the school community challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions, any incidents are dealt with immediately and with due care and thought to those involved.
- All pupils are encouraged to greet visitors to the school with friendliness and respect and do so in a polite and helpful manner.
- Meeting the spiritual and pastoral needs of all the children is central to our mission.

## Policy Development

This policy applies to the whole school community. The Senior Leadership Team reflect on this policy within the advised timeframes.

## Monitoring and Review

St Anne's Catholic Primary is an inclusive school, working towards greater equality in the whole school community. We use the curriculum to provide learning opportunities in which each individual child is encouraged to fulfil her or his potential. We collect and analyse a range of equality information for our pupils/students. 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. 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 body 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
- Racism, disability, sexism, homophobia and all forms of bullying
- 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 Anne's Catholic Primary School is 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 body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

St Anne's Catholic Primary School uses attainment data to identify how the pupils achieve in relation to different groups of children. St Anne's collects information on staff in post, and applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice.

We collect and analyse a range of profile information for our staff and governors:

- *applicants for employment*
- *governing body profile*
- *attendance at training events*
- *disciplinary and grievance cases*
- *staff appraisal/performance management*

St Anne's Catholic Primary School adheres to confidentiality in all aspects related to pupils, staff, Governors and parents/carers. We have identified the following issues from the analysis of the data:

- All St Anne's staff have been provided with the opportunity to receive further training and to work towards additional qualifications if they have chosen to do so.
- When interviewing and employing staff and appointing Governors St Anne's considers equality at all times.
- Equality is featured when St Anne's staff have annual appraisals/performance management.

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 Head Teacher, Mr Bates.

This role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body 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. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Develop learning opportunities that reflect a range of cultural backgrounds
- Use materials to promote a positive image of and attitude towards disability and disabled people
- 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 cultural 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
- 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 learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

### **Learning Environment**

At St Anne's Catholic Primary School, there is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. 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.

- At St Anne's we believe that adult's enthusiasm is a vital factor in achieving a high level of motivation for all pupils.
- Adults in the school 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 SEND.
- We endeavour to meet all pupils' learning needs including the more able by carefully planned programmes of work.
- St Anne's Catholic Primary 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 used throughout the school to ensure that effective learning takes place at all stages for all pupils and teachers also review what type of learners each individual pupil is.
- Consideration has been given to the physical learning environment, both internal and external, including displays and signage, ramps and high visual lines painted on the ground to aid Visually Impaired pupils and visitors.

### **Curriculum**

At St Anne's Catholic Primary school, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas
- 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 their National Curriculum entitlement by taking into account any barriers they may face.

## **Resources and Materials**

The provision of good quality resources and materials within St Anne's Catholic Primary school is a high priority, when ordering new resources and materials we consider equality. These resources:

- Reflect the reality of an ethnically, culturally and sexually 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 Anne'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
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## **Extended Learning Opportunities**

It is the policy of this school to provide equal access to all activities from an early age.

### **Provision for Bi-lingual Pupils**

We undertake at St Anne's Catholic Primary school to make appropriate provision for all EAL/bi-lingual 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 bi-lingual learners
- Use first language effectively for learning

## **Personal Development and Pastoral Guidance**

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

- This includes pupils' access to a balance of male and female staff at all key stages where possible
- 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
- Access to opportunities for professional development is monitored on equality grounds

### **Staff Recruitment**

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

### **Partnerships with Parents/Carers/Families and the Wider Community**

At St Anne's we 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**

- St Anne's Governing Body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- 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 and report progress to the governing body
- 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

## **Commissioning and Procurement**

St Anne's Catholic Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

## **The Measurement of Impact of the Policy**

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

## **Publicising the Policy and Plan**

St Anne's Catholic Primary School will publish this policy on their school website.

## **Annual Review of Progress**

St Anne's Catholic Primary School will report annually on their progress and performance in respect of the policy covering ethnicity, disability and gender and to report annually on progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.



## Equality Impact Analysis

Undertaking equality impact analysis (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs are a way in which we can analyse all of our work. This will be a policy and strategy will ensure that the school meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

### **Specific duties - Information and objectives**

Action Plan for the next twelve months:

St Anne's respects all denominations. The school aims to provide, through a broad and balanced curriculum, the opportunity for our children to deepen their understanding of other world faiths.

Ways to accomplish this objective:

- Through curriculum design involving all staff and pupils. This would be shared with parents/governors.
- Curriculum enrichment opportunities.
- Curriculum enrichment through individuals sharing their expertise
- R.E. Co-ordinator to evaluate the RE curriculum and plan teaching sequences to deepen children understanding of other world religions. The school improvement plan continues to sharpen the focus on groups of children with the aim to 'close the gap' between boys/girls etc.

## Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

### **Reporting racist incidents in schools**

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

## Disability

### What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:
  - substantial (more than minor or trivial)
  - adverse
  - long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

## GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

### What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

### Sexual Orientation

**Heterosexism** is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

**Sexual orientation** is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

### **Transgenderism and gender re-assignment**

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.