

## **ST MARY'S CATHOLIC PRIMARY SCHOOL**



## **Diversity and Equality Policy**

## **Mission Statement**

At St. Mary's School we aim to provide all children with a happy and purposeful learning environment which stimulates creativity and provides challenges for all children.

We embrace and celebrate the diverse religions and cultures of the local community and ensure that everyone is treated equally.

We are committed as a team to work together with parents to nurture an atmosphere of mutual respect and we encourage parents to take an active part in their child's learning.

Through creating a safe and secure environment we strive to raise children's self-worth, encouraging them to take responsibility for their actions and to become independent learners.

Our ultimate aim is for pupils to be happy and confident learners who are excited about the future.

## **St. Mary's Values- these are the values that underpin all areas of our school community:**

- Kindness
- Respect
- Tolerance
- Honesty
- Responsibility (for ourselves and our world)
- Co-operation

# **St Mary's Catholic Primary School**

*'Learning together in Faith and Love'*

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.

**The protected characteristics are:**

- **Age**
- **Disability**
- **Race**
- **Colour**
- **Nationality or ethnicity**
- **Sex**
- **Gender reassignment**
- **Religion and belief**
- **Sexual orientation**
- **Special educational needs**

# **St Mary's Catholic Primary School**

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## **Contents**

- 1. Purpose of the Policy**
- 2. What we are doing to eliminate discrimination, harassment and victimisation**
- 3. Systems and procedures to promote equality of opportunity between different groups**
- 4. Social Processes**
- 5. Dealing with Conflict**
- 6. Parents**
- 7. Teaching and Learning Style**
- 8. Children with Disabilities**
- 9. Disapplication and modification**
- 10. Roles and Responsibilities**
- 11. Equal Opportunities for Staff**
- 12. Equality Considerations in decision-making**
- 13. Review**
- 14. Appendix**
- 15. Equality Objectives**

## 1. Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils/staff or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils. The Act requires all public organisations, including schools, to comply with the general Public Sector Equality Duty and the two specific duties. The Public Sector Equality Duty or "general duty" requires all public organisations, including schools to;

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

Two "specific duties" require all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty.
2. Publish Equality objectives at least every 4 years, which are specific and measurable.

This policy describes how the School is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality. Other individual policies will address any equality issues specific to those areas.

## 2. What we are doing to eliminate discrimination, harassment and victimisation

We are committed to ensuring equality of education and opportunity for all pupils, staff and all those receiving services from the schools. We continue to develop a culture of inclusion and diversity in which people feel free to disclose their protected characteristic and to participate fully in school life.

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We are committed to making Reasonable Adjustment for disabled pupils designed to enhance access and participation to the level of

non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Executive Head Teacher ensures that all appointment/promotion panels give due regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities.

We 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 take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure, and whenever we make significant decisions about the day to day life of the schools.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admission arrangements are fair and transparent and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, sexual orientation, or gender. However, as Catholic schools we use Catholic practice as a criterion for entry.

### **3. Systems and procedures to promote equality of opportunity between different groups**

We have various systems and procedures in place which are used to help all our children develop into learners who are independent, confident, responsible, successful and innovative. All our children are routinely familiarised with these terms and their meanings. In order to achieve this, the following proactive strategies are in place.

- Half Termly non-attendance monitoring to identify any group that may have over-representation and to enable these to be addressed promptly.
- Pupil Progress Meetings at least termly, in which the progress of every child is tracked and analysed to identify any group that may be underachieving and take action to close any gaps.
- Carefully selected resources to promote positive images regarding race, gender, emotional/mental health and Special Educational Needs. This includes resources and reading books which represent protected characteristics.

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- The PSHE curriculum and Keys to Succeed are embedded within our ethos and weekly assemblies. These promote respect, fairness, resilience, confidence and equality.
- Our School Code of Conduct encourages positive and responsible behaviour. All serious incidents are recorded as well as being addressed with the children and families. This is regularly shared with parents.
- We tackle all forms of prejudice-based bullying which stands in our way of fulfilling our commitment to inclusion and equality. We keep a record of all incidences of prejudice-based bullying and report to governors about numbers, types and seriousness of these incidents at our school. We also report on the outcomes of these incidents and actions we have taken, especially when they have led to exclusions, referrals to outside agencies or changes to school policy. This data is analysed for trends and to help us identify any training which may be required.
- We are alert to the potentially damaging impact of negative language in matters such as race, gender, disability or sexuality. Support will always be provided for pupils and staff who are affected by such language, for example, through one-to-one interventions, working with parents or the provision of additional training for staff. This is addressed in termly staff training.
- We work in partnership with parents and carers to identify children who have a disability and support where necessary. The School is fully accessible to all visitors and children.
- We ensure access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary. Our curriculum reflects, and takes in to consideration, the protected characteristics and the diversity of our School.
- We collect and analyse data to prevent and address underachievement of key groups including:
  - ✚ Pupils in receipt of Pupil Premium Grants (PPG)
  - ✚ Ethnicity
  - ✚ SEND
  - ✚ Looked After Children
  - ✚ Pupils with English as an additional language
- Any concerns regarding children in receipt of the PPG are reported to the Executive Head teacher, Head of School or Senior Leadership Team by all teaching staff.

- School leaders and staff receive training to remove unconscious bias and ensure equality and diversity.
- The School's recruitment and employment processes are fair and transparent and encourage candidates with protected characteristics.
- The School recognises religious festivals and celebrations from non-Catholic denominations by providing prayer facilities and time out of School to mark religious observances. Staff and children are encouraged to share their experiences and beliefs with others in the School and class.

## 4. Social Processes

To ensure that social processes within the schools are effective, the following must be reviewed on a termly basis;

- The social well-being of children from all groups and how this is fostered by the School.
- The quality of interactions between pupils.
- Learning outside the classroom and the procedures for supporting all pupils in the playground as well as on trips or visits.
- The distribution of different groups of pupils between different abilities.
- The distribution of different groups of pupils on the Special Educational Needs Register.
- The impact of interventions on pupils' social status within their class, e.g. Is it having a positive impact on their emotional well-being?

All staff must examine their practice and that of the schools on a regular basis in order to ensure that equality is prioritised. This can take place during regular Leadership and Key Stage meetings as well as the other professional meetings with staff and their line managers. Annual staff surveys allow staff to make comments and suggestions for the school to consider and act on.



## **5. Dealing with Conflict**

Schools do not exist in an ideal world; they are part of a world where profound inequalities exist, and where dominant cultures are discriminatory, often on the basis of ethnicity, gender, sexuality, 'ability', race, colour, faith and class. Pupils and staff bring such experiences with them into school.

The School views conflict as an opportunity to teach children how to self-manage conflict. By doing this we help children to manage future conflicts independently. All staff use the following five steps when dealing with conflict resolution allowing all parties to regaining composure, speak respectfully, paraphrase each other and then creating a solution.

1. Allow children to de-stress before they speak. Children are encouraged to take a series of deep breaths and sit still for a while before they take the next step. This helps them to reduce their stress levels and approach the situation with more reasoning.

2. All parties will be allowed to voice their concerns with patience and respect. The member of staff dealing with the incident will adopt the role of a mediator. The mediator will allow children to speak directly to each other — rather than to them — and take it in turns to speak about the conflict. It will be made clear that they will each get a turn to speak and to say everything that they need to. Speaking to each other directly forces children to speak as independent people who are capable of resolving their own issues. It also removes the likelihood of children playing the 'blame game' with staff as the judge.

3. Children will be helped to recognise the validity of the others opinion by being asked to repeat what the other child said. Children may need to be prompted to help them accomplish this. This forces the child to focus on active listening, rather than simply waiting for their turn to speak and planning their defence without taking into consideration the other child's feelings.

4. Children will be asked if there is anything more they wish to say. Cutting children off, or trying to conclude a dispute without fully listening to all children have to say prevents you from teaching patience. It also means that underlying tensions remain unvoiced. These tensions often fester underneath the surface, only to erupt at a later date.

5. Children will be helped to negotiate solutions. The mediator will prompt children to come up with a solution that they both agree with. Both children need to agree on the solution. If one does not approve, ask them to expand on why until they can reach a position where both parties agree. All staff will then monitor to ensure the children stick to their resolution.

(The above has been adapted from the 'High Speed Training' Programme and forms part of our annual staff training and regular Insets)

## **Further action**

If the above does not prove successful and further or more serious incidences occur, the School will refer to the Expectations and Behaviour Policy. Children may be issued with a sanction which can range from detention to exclusions for more serious or repeated offences. In each case parents/cares will be consulted and support will be put into place if appropriate.

## **6. Parents**

Our aim is to involve parents by communicating relevant information for them to participate fully in the School's Equality and Diversity policy. Our Equality and Diversity policy will be communicated to parents in the following ways:

- Ensuring that information regarding current equal opportunities initiatives is available to parents, for instance through the school prospectus and the availability of policies on the school website
- Giving parents updates about the curriculum and how it promotes equality and diversity.
- Consult with Parents on the Equality and Diversity policy.
- Maintaining contact with community groups representing parents, especially religious and cultural groups, e.g. Parish community.

Responsibility to inform all regular visitors and volunteers within the school community e.g. parents and students of our School's expectations for equal opportunities to all.

## **7. Teaching and learning the curriculum**

All our children will have the same opportunity to succeed and reach the highest level of personal and academic achievement, regardless of their backgrounds.

Teachers ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groups that allow them all to experience success;

- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.
- Promote opportunities which develop cultural capital

When planning work, teachers take into account the backgrounds and abilities of all of their children. For some children, we use tailored programmes of study from earlier year groups. This enables some of our children to make progress in their own lessons.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where appropriate, the needs of these pupils are discussed with the SEND coordinator and a Passport to Learning is written.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth and depth of work within the area or areas for which the child shows particular aptitude.

### **8. Children with disabilities**

There may be, at any given time, children in our schools who have disabilities and consequently need additional resources. The School is committed, where practical, to provide an environment that allows children with disabilities full access to all areas of learning. All of our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school buildings also allow wheelchair access. There are ramps situated at all the main entrances and there are disabled toilets available. There is also a lift which provides access to the ICT Suite and the School Library.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities or use large print materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;

- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials, including PE;
- allows opportunities for them to take part in educational visits, residential trips and other activities linked to their studies;
- will include approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- use assessment techniques that reflect their individual needs and abilities.

## **9. Disapplication and modification**

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority.

The School's governor with responsibility for special educational needs and Diversity would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through an Education, Health and Care Plan (EHCP); Section 365 of the Education Act 1996.

## **10. Roles and Responsibilities**

We expect all members of the school's community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

The Federated Governing Body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures are implemented.

The Executive Head teacher 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.

All teaching and support staff will:

- provide a curriculum that is inclusive and reflects the diversity of the whole School community.
- Promote an inclusive and collaborative ethos in their classroom.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that may occur.
- Plan and deliver lessons that reflect the school's principles, for example, providing materials that give positive images in terms of race, gender and disability.
- Maintain the highest expectations for all pupils.
- Support different groups of pupils in their class through differentiated planning and teaching.
- Keep up-to-date with equalities legislation relevant to their work and attend training opportunities.

All visitors to the schools, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

### **The Governing Body will:**

- Ensure that the equality information and objectives as set out in this policy are published and communicated throughout the School, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.

- Delegate responsibility for monitoring the achievement of the objectives to the Executive Head Teacher/Heads of School and a member of each of the Senior Leadership Teams.
- Attend appropriate equality and diversity training.
- Report back to the Federated Governing Board regarding any issues

## **The Executive Headteacher and the Senior Leadership Teams will:**

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors. The designated member of staff for equality will meet with the equality link governor annually to raise and discuss any issues.
- Support the Heads of School and the appointed Equality Leads in identifying any staff training needs, and deliver training as necessary.

All staff are expected to have regard to this document and to work to achieve the objectives.

## **11. Equal opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law and Safer Recruitment.
- We will regularly review our employment and recruitment process to ensure that staffing within the school reflects the diversity of the community.
- We continue to eliminate discrimination of all protected characteristics and actively promote equality across all groups within our workforce.

## **12. Equality considerations in decision-making**

The School ensures it has due regard to equality considerations whenever significant decisions are made that may impact pupils, parents, staff or general school life.

The School always considers the impact of significant decisions on particular groups and seeks to remove barriers to ensure equality amongst all groups.

This policy will go out to parents/carers for consultation on an annual basis, prior to its ratification by the School Governors. Parents/carers will also be consulted during the year if any changes need to be made to the policy.

For example, when a school trip or activity is being planned, the schools consider whether the trip:

- cuts across any religious holidays
- is accessible to pupils with disabilities
- has equivalent facilities for boys and girls.

We record the information in the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically.

## **13. Review**

The Governing Body will update the equality information we publish, at least every year. This document will be reviewed by the Governing Body at least every 4 years. This document will be approved by the Governing Body

This document links to the following policies:

- Accessibility plan
- Special Educational Needs Policy
- Positive Behaviour Management Policy

**This policy was sent to parents/carers for consultation on: 5<sup>th</sup> July 2022**

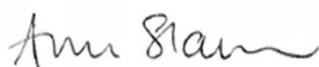
**Approved by Full Governing Body on: 19<sup>th</sup> July 2022**

**Date policy to be reviewed: Summer Term 2023**

Signed:

(Headteacher)

(Chair of Governors)



## **Appendix 1**

Definitions (As defined in the Comprehensive Equality Policy of OCC March 2004):

**Institutional racism:** The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic groups.

**A racist incident:** Any incident which is perceived to be racist by the victim or any other person.

**Victimisation:** is where a person is treated less favourably than another because she/he has brought proceedings, given evidence, or raised a complaint by the Disability Discrimination, Race Relations or Sex Discrimination Acts.

**Harassment:** is unwanted conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.

**Direct discrimination:** consists of treating a person less favourably on the grounds of their sex, race (etc), than others would be treated in the same or similar circumstances.

**Indirect discrimination:** consists of applying a provision, criterion or practice, which although applied equally to both sexes or all racial groups (etc.) has the effect of excluding, penalising or treating less favourably a particular group, causing a detriment to those unable to comply and which cannot be justified.





## St Mary's Equality Objectives 2022-2023

### Objective 1

Sustain provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.

### Objective 2

Ensure that all SEND pupils have full access to the curriculum and wider learning activities.

### Objective 3

Continue to narrow the achievement gap in all year groups between disadvantaged and non-disadvantaged pupils.

### Objective 4

Ensure there is appropriate challenge for all learners across the curriculum so they reach their full potential.

### Objective 5

Ensure all children have access to remote learning opportunities from the provision of appropriate learning materials in a variety of learning formats.