

St Peter's Catholic Primary School

Single School Equality Scheme and Equalities Policy



Policy	Single School Equality Scheme and Equalities Policy
Date	January 2023
Date of review	September 2025
Signed Chair of Governors	<i>Eugene McCarthy</i>
Signed Headteacher	<i>CScott</i>

Context

The Equality Act 2010 requires schools to have a Single Equality Scheme and means that schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Act also ensures that protection is extended to pupils who are pregnant or undergoing gender reassignment.

The following policy guidance and exemplar equalities action plan are intended to support schools to produce their own Single Equality Schemes to meet the requirements of the Equality Act 2010.

Equality and the Law

The Equality Act (2010) has replaced all previous existing equality regulations, including those relating to race, disability and gender. The Equality Act (2010) is a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. Protected characteristics covered by the Equality Act (2010) include:

- Sex
- Race,
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

The Equality Act (2010) also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to:

- Admissions
- The way it provides education for pupils
- The way it provides pupils access to any benefit, facility or service
- Excluding a pupil or subjecting them to any detriment

The equalities plan at the end of this equalities policy outlines the actions we will take to meet the duties in the Equality Act in respect of the above protected characteristics

Equality Policy – St. Peter’s Catholic School Equalities Mission Statement

We are committed to ensure equality of educational opportunity and support for all pupils, parents, carers and staff irrespective of sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Implementing the Equality Mission Statement - Providing High Quality Teaching and Learning

We aim to ensure that every pupil makes good progress and achieves well by:

- Using fully inclusive teaching and learning approaches to engage all our pupils.
- Monitoring achievement data by ethnicity, gender and disability and intervening decisively when required.
- The rigorous analysis of pupils' progress to determine and inform the strategies we will use to support groups of pupils and individuals.
- Setting challenging targets for all pupils.
- Using teaching resources which avoid stereotyping and reflect the diversity of the school and local community in terms of race, gender and disability.
- Promoting attitudes and values that challenge all discriminatory behaviour and prejudices.
- Providing pupils with opportunities to celebrate their own and others cultures.
- Seeking the positive involvement of all parents / carers in their child's education.
- Encouraging discussion of equality issues which reflect social stereotypes, expectations and their impact upon learning.

The Central Role of All School Staff (Teaching and Support Staff)

School staff will implement the school's Single Equality Plan by ensuring that all pupils are treated fairly, equally and with respect. Pupils will also be expected to treat adults and each other with the same fairness, equality and respect.

Acts of harassment and victimisation are unacceptable and will not be tolerated within the school community. Staff will actively identify and challenge all forms of prejudice, stereotyping, victimisation and harassment.

All school staff will deal appropriately with any incidents of prejudice, harassment or victimisation. Serious incidents of prejudiced behaviour, harassment or victimisation will be recorded and reported to the Headteacher.

The Role of the Headteacher

The Headteacher has overall responsibility for the implementation of the school's Equality Plan and will ensure that all members of staff are aware of the Equality Plan and that these guidelines are applied fairly in all situations.

The Headteacher is responsible for promoting equality of opportunity within the curriculum and wider school community and will treat all incidents of prejudice, stereotyping, victimisation and harassment with due seriousness.

The Role of School Governors

The school governing body will set out its commitment to equal opportunities by:

- Ensuring that the School Equalities Plan is consulted upon, published and regularly reviewed.
- Welcoming all applications to join the school from potential pupils or members of staff, regardless of their sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.
- Ensuring that no pupil or member of staff is discriminated against, whilst in school on account of their race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

- Taking all reasonable steps to ensure that the school environment gives access to all people with disabilities, and by striving to make all school communications and activities as inclusive as possible for parents, carers and pupils.
- Taking all reasonable steps to ensure that there is no unlawful behaviour in respect of equality including discrimination, harassment and victimisation.
- Ensuring that all reasonable adjustments are made as necessary for pupils, staff and parents who have a disability in accordance with the Equality Act 2010.

Development of the Equalities Plan

It is a requirement that the development of the school equalities plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using utilising:

- Feedback from the annual parent questionnaire, parents' evening, parent working party meetings and/or governors' parent-consultation meetings.
- Input from staff surveys or through staff meetings and training.
- Feedback from the school council, PSHE/RSHE lessons, whole school surveys on children's attitudes to self and school.
- Issues raised during annual reviews for EHCPs or reviews of progress on individual education plans and mentoring and support sessions;
- Feedback from Governing body meetings / Governor sub-committees.

Review of progress and impact

Our School Equality Plan has been agreed by our Governing body. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

Publishing the plan

In order to meet the statutory requirements to publish a Single Equality Scheme and we will:

- Publish our plan on the school website.
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications.
- Make paper copies available for all interested parties.

Appendix 1 – St. Peter’s School Equalities Action Plan

The duty to report racist incidents and the publication of the Equality Plan to meet the Equality Legislation must be included in the action plan.

Objective(s)	Action(s)	How will the impact of the action be monitored?	Person(s) responsible	Timescales	Success Indicators
Establish effective systems to communicate the school’s equality duties	Disseminate the School Equality Plan through the school website, newsletter, staff meetings.	Include questions relating to the School Equality Plan in the annual survey of parents. Discussion with pupils during school council / PSHE/ RSHE.	Headteacher	January 2023 Completed Reviewed annually	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays Parents show awareness of the equality plan
Develop and adapt school procedures and policy on anti-bullying to include equality perspectives;	Review Anti-bullying policy. Disseminate the anti-bullying policy through the school website, newsletter, staff meetings, PSHE/ RSHE lessons.	Pupil, staff and parent questionnaires	Headteacher	January 2023 Completed Reviewed annually	Staff, parents and children are familiar with the anti - bullying policy and procedures

To ensure that all pupils make progress including vulnerable groups and individuals	Monitor and analyse pupils' achievement and progress by race, gender and disability (and other relevant vulnerable groups) and act on any trends or patterns in the data that require additional interventions and support.	Analyse assessment data to judge the success of the planned interventions and support in pupil progress meetings.	SLT	Termly	Analysis of teacher assessments / annual data demonstrates the performance gap is beginning to narrow for vulnerable groups
That there are sufficient opportunities within the school's curriculum to address equalities issues.	Ensure that the curriculum promotes role models whom pupils may identify positively with and that these reflect the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement.	Subject Leaders	Termly	Increasing participation and confidence of targeted groups
Respond promptly and appropriately to all incidents of racist behaviour, victimisation and harassment	<p>Ensure that the procedures for dealing with such incidents are established and widely understood and that staff and pupils are clear about their responsibilities.</p> <p>Report incidents to the governing body and local authority.</p>	Use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Termly	<p>School staff respond quickly and appropriately to all instances of racism, victimisation and harassment.</p> <p>Decreasing frequency of incidents.</p>