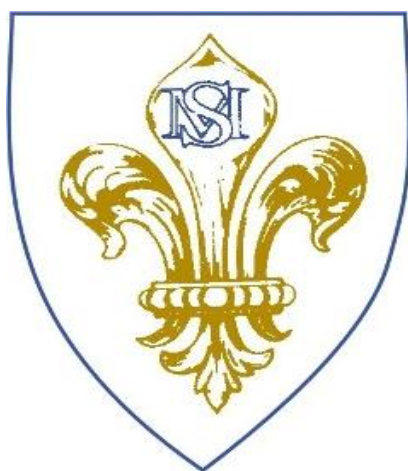


St. Mary's Catholic Primary School and Nursery

Part of The Christus Catholic Trust



Equality Policy

Respect Ourselves, Respect
Others, Respect our World,
Love God

This school is committed to safe guarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.



Policy Name: Equality Policy		
Reviewer: V McBrown	Reviewed Date: July 2023	Date of next review: July 2024
Approved by Governors:		

St Mary's Catholic Primary School's Equality Policy

As a school we welcome our duties under the Equality Act 2010. The General Equality Duty sets out the equality matters that the school needs to consider when making decisions that affect pupils or staff with protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard', when making decisions and developing policies, to the need to:

'eliminate discrimination, harassment, victimisation or 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 between people who share a protected characteristic and people who do not share it.'

Having 'due regard' to the need to advance equality of opportunity is further defined in the Equality Act 2010 as 'having due regard to the need to:

- remove or minimise disadvantages
- take steps to meet different needs
- encourage participation where it is disproportionately low.'

Roles and Responsibilities

Mrs Yeboah-Jackson is the nominated governor with responsibility of monitoring equality issues by the Governing body.

The Governing Body is responsible for: -

- Ensuring that all governors are aware of their responsibilities under equality legislation.
- Having due regard to the school's general equality duty when making decisions.
- Ensuring that the school's Equality Policy is implemented by the Headteacher.
- Nominating a Governor to be given specific responsibility for monitoring equality issues.
- Ensuring that all the school policies promote equality and keeping aspects of the school's commitment to equality under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.
- Ensuring that the school's equality objectives are published, actively pursued and reviewed at intervals of not more than 4 years.
- Ensuring that equality information is published on an annual basis. • Monitoring the achievement of equality objectives
- Promoting British Values.
- Promoting and following the Gospel Values of respect, tolerance, perseverance, sharing, courtesy, honesty responsibility and kindness.

The Headteacher (with support from the Senior Leadership Team) has responsibility for:-

- Making sure the school's Equality Policy and any related policies and procedures are implemented in school.
- Ensuring the school's equality objectives are published and actively pursued.
 - Monitoring how and whether the school's equality objectives are being met.
- Producing information for pupils, staff and governors about the school's equality objectives and how they are working.
- Ensuring reasonable adjustments are made in relation to disability, with regard to pupils, staff, parents, carers and visitors to the school.
- Ensuring that the school follows its Disability Accessibility Plan.
- Making sure that the Equality Policy (and any other policies through which the school addresses equality matters) are published and are readily available to governors, staff, pupils, parents, carers and the wider school community.
- Making sure all members of staff are aware of their responsibilities under the Act and receive appropriate training and any support in carrying these out.
- Ensuring that appropriate action (including disciplinary action) is taken in cases of discrimination, harassment and victimisation including cases involving bullying and /or harassment related to any of the protected characteristics.
- Ensuring that members of staff and pupils are aware of the procedure for reporting and following up bullying and prejudice-related incidents.
- Promoting British values.
- Promoting and following the Gospel Values of respect, tolerance, perseverance, sharing, courtesy, honesty responsibility and kindness.

All members of staff are responsible for:-

- Being aware of their responsibilities under the Act and the school's Equality Policy and recognising that they have a role and responsibility in their day to day work to promote equality, inclusion and good community relations.
- Keeping up to date with equality legislation relevant to their work.
- Highlighting any training or development they require to carry out their responsibilities under the Act or the school's Equality Policy and attending any related training or learning opportunities.
- Promoting equality of opportunity and good relations and not discriminating on any grounds.
- Fostering good relations between groups with protected characteristics and those without protected characteristics.
- Dealing fairly and professionally with any bullying and discriminatory incidents.
- Being able to recognise and challenge prejudice, bias, discrimination, stereotyping and any inappropriate language or behaviour.
- Promoting an inclusive and collaborative ethos in their lessons and being role models for equal opportunities through their words and actions.
- Promoting and following the Gospel Values of respect, tolerance, perseverance, sharing, courtesy, honesty responsibility and kindness.

Pupils must be encouraged to recognise that they have a role and responsibility to themselves and others so they understand and are able to: -

- Promote equality, inclusion and good community relations.
- Challenge inappropriate language and behaviour.
- Tackle bias and stereotyping.
- Work to promote anti bullying strategies
- Respond appropriately to incidents of discrimination and harassment and understand the action needed to report these.
- Regard people of all faiths, races and cultures with respect and tolerance.
- Support the school's approach and commitment to equality and comply with the provisions of the Act and the School's Equality Policy.
- Promote and follow the Christian Values of respect, tolerance, perseverance, sharing, courtesy, honesty responsibility and kindness.

Visitors (including parents, carers and contractors) are expected to:-

- Support the school's approach and commitment to equality and to comply with the provisions of the school's Equality Policy.
- Refrain from engaging in any behaviour which is unlawful under the Act whilst on school premises.

In fulfilling our legal obligations we aim to:

- foster positive attitudes and relationships, and a shared sense of belonging
- advance equality of opportunity by ensuring that teaching, learning and the curriculum promotes equality and celebrates diversity
- ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum
- observe good equalities practice, including staff recruitment, retention and development
- remove or minimise existing inequalities and barriers
- ensure that pupils, parents and other stakeholders are consulted and involved widely in advancing the provision made by the school
- promote community cohesion by fostering good relations
- ensure that within the school budget, adequate funding is provided to underpin this
- policy and that intervention, positive and preventative action is funded appropriately.

We believe that promoting equality is the responsibility of everyone in the school community.

Equality Objectives and Action Plan

Objective(s)	Action(s)	How will the impact of the action be measured?	Person(s) responsible	Success Indicators
Establish effective systems to communicate the school's equality duties	Disseminate the School Equality Plan through the school website, newsletter, staff meetings etc.	Include questions relating the School Equality Plan in the annual survey of parents Discussions with school council and Pupil Voices	SLT + LGC	All are aware of and familiar with the School's equality duties.
To ensure that all pupils make progress including vulnerable groups and individuals	Monitor and analyse pupils' achievement and progress by language, 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	SLT	SLT Termly Analysis of teacher assessments / annual data demonstrates the performance gap is beginning to narrow for vulnerable group
That there are sufficient opportunities with the school's curriculum to address equality 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.	Analysis and review of the curriculum ensuring role models which reflect the school's diversity.	Middle leaders	We will see Increase in pupils' participation, confidence and achievement.
The school environment promotes diversity..	Ensure that displays in classrooms and corridors promote diversity in terms of	Monitor pupils' responses to the school environment in pupil surveys.	Headteacher	School environment will reflect the diversity of our school

	race, gender and ethnicity and disability			
All pupils are encouraged to make a positive contribution to the life of the school community.	Actively promote and recruit vulnerable groups of pupils or individuals to participate in the school council, assemblies, fund raising activities, presentations and other extracurricular activities	Analysis of participation rates	Headteacher	Children are engaged in making a positive contribution to school life.
Respond promptly and appropriately to all incidents of racist behaviour, victimisation and harassment	Ensure that the procedures for dealing with such incidents are established and widely understood and that staff and pupils are clear about their responsibilities.	Report incidents to the LGC and LA. 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?	HT/LGC	School staff respond quickly and appropriately to all instances of racism, victimisation and harassment. Decreasing frequency of incidents.
To help our children to understand others and value diversity.	Ensure that opportunity to discuss diversity within the curriculum. Ensure that the values underpinning the school's ethos are actively promoted by all staff	Monitor responses to other pupils through pupil discussions	All Staff	Children understand others and value the diverse and unique community in which they live