

Equality and Diversity Policy

Version: 2



Name and Designation of Policy Author(s)	Nina Chwastek, Headteacher		Is this a Statutory Document	
			Yes	
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Links to Other Strategies, Policies, Procedures, etc.	Accessibility Plan, Curriculum policies, Behaviour Policy, Admissions Policy, School Development Plan, Recruitment Policy, Behaviour Policy, SEND Policy, Anti-Bullying Policy, and Flexible Working Requests policy			

Version History

Date	Ver	Author Name and Designation	Summary of Main Changes
June 2016	1	Nina Chwastek, Headteacher, Helen West, Chair of Governors	New document control system, hence named version 1. Supersedes previous policy in line with Equality Act 2010
May 2021		Nina Chwastek, Headteacher	Revised policy based on the One Education Model Policy to ensure compliance with the obligations under the Equality Act 2010 to provide equality information and to prepare and publish equality objectives in accordance with the Equality Act 2010 (Specific Duties) Regulations 2011.

Monitoring Compliance with the Policy

Describe Key Performance Indicators (KPIs)	Target	How will the KPI be Monitored?	Which Committee will Monitor this KPI?	Frequency of Review	Lead
Policy is available to all staff, parents, governors and visitors	100%	Checking the school website to ensure the policy is available	Curriculum Committee	Annually	Chair of Curriculum Committee

Equality objectives identified are addressed within the relevant timescale	100%	Review progress of the plan, completed actions and amendments	Curriculum Committee	Annually	Chair of Curriculum Committee
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1. Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena. This inspires each of us *'To be who God wants us to be and so set the world on fire.'*

- We are called to love one another as we seek to be the best in all that we learn and do.
- We celebrate and nurture the gifts, talents and skills of everyone.
- We commit ourselves to grow together in faith, love and service.

2. School Equality Statement

St. Catherine's RC Primary School is a fully inclusive school where we focus on the well-being and progress of every child. It is important that St. Catherine's school is a safe and happy place to learn and that all members of the school community strive to contribute to a caring and a welcoming environment where pupils are nurtured as individuals. Every individual has the right to be treated with dignity and respect.

Pupils are treated fairly and equally and have equal rights to access all areas of the curriculum. Any issues of disadvantage and underachievement of different groups are tackled.

Respect for the human rights of our pupils is central to the Mission and Catholic ethos of St. Catherine's School and therefore the responsibility to educate pupils about equality, to respect difference and to prepare them for the diverse in which they live is taken seriously.

This respect is extended to the equality rights of all our staff and members of the wider school community. St. Catherine's RC Primary is committed to ensuring equality of opportunity for all.

3. Introduction

This policy sets out St. Catherine's approach and commitment to equality taking into account the Equality Act 2010 ("the Act") and the school's Public Sector Equality Duty. This policy provides guidance about the law on equality and details how the school complies with its general and specific duties.

This policy informs the School Development and Improvement Plan in terms of demonstrating how promoting equality and eliminating discrimination can help to raise standards; ensuring that equality and diversity are part of the school's core business both as a school and an employer and ensure that the commitment to ensuring the school's position as a provider of the highest quality education, supports the school equality objectives.

Account has been taken of the DfE non statutory advice on the Equality Act 2010 “the Equality Act 2010 and schools” and the Ofsted inspection framework in developing this policy. Guidance and the Employment Statutory Code of Practice on the Equality Act 2010 produced by the Equality and Human Rights Commission has also been considered.

The school has also taken into account its duty to promote community cohesion. Promoting community cohesion entails schools working towards:

- a society in which there is a common vision and sense of belonging by all communities;
- a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued;
- a society in which similar life opportunities are available to all and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

St. Catherine’s School recognises that the duties outlined reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention the Rights of People with Disabilities and the Human Rights Act 1998.

4. Scope

This policy applies to all pupils and members of staff (not just employees). It also applies to the school’s governors and provides guidance for parents, carers, visitors and members of the wider school community. It sets out the school’s expectations and required standards of behaviour with regard to equality issues.

5. Roles and Responsibilities

The provisions of the Act apply to all schools. Responsibility for ensuring compliance with the Act lies with the Governing Body although, all individuals, including school employees, may be liable for their own discriminatory actions.

The Governing Body will take all reasonable steps to stop individuals from taking any form of discriminatory action or from engaging in any form of discriminatory or other unlawful behaviour.

The Governing Body is responsible for:

- ensuring the school complies with the Act;
- ensuring that the school’s Equality and Diversity Policy is implemented by the Headteacher;
- nominating a member of the governing body to be given specific responsibility for monitoring equality issues and who is a member of the Equality and Diversity Working Group;
- ensuring that all other 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 no more than 4 years,
- ensuring that equality information is published on an annual basis to demonstrate compliance with the school's general duty;
- having due regard to the school's public sector equality duty when making decisions;
- monitoring the achievement of equality objectives.
- promoting British values.

The Headteacher, with support from the leadership team, has responsibility for:

- making sure the school's Equality and Diversity Policy and any related procedures are implemented in school;
- appointing a senior member of staff to assume day to day responsibility for coordinating the implementation of the Equality and Diversity Policy and for monitoring outcomes;
- overseeing the school's Equality and Diversity Working Group;
- 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 and Diversity Policy are published and are readily available to governors, staff, pupils, parents, carers and the wider school community,
- making sure all staff know their responsibilities under the Act and receive appropriate training and any support in carrying these out;
- ensuring that appropriate action is taken in cases of discrimination, harassment and victimisation including cases involving bullying related to any of the protected characteristics,
- ensuring that staff and pupils are aware of the procedure for reporting and following up bullying and prejudice-related incidents.
- Promoting British values.

All staff are responsible for:

- being aware of their responsibilities under the Act and this policy and recognise their role and responsibilities in their day to day work to promote equality, inclusion and good community relations;
- keep up to date with equalities legislation relevant to their work;
- attending any training on the Act and taking up any learning opportunities related to the Act;

- 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, discrimination and stereotyping;
- promoting an inclusive and collaborative ethos in their lessons;
- being role models for equal opportunities through their words and actions.

All 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 this policy.

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

- support the school's approach and commitment to equality and to comply with the provisions this policy;
- refrain from engaging in any behaviour which is unlawful under the Act whilst on school premises.

The Equality and Diversity Working Group

This group has been formulated to give the opportunity for the voice of stakeholders to be heard in relation to equality and diversity within St. Catherine's R.C. Primary School.

- The remit of this group is to provide feedback to Governors and school leaders on Equality and Diversity
- The group is made up of volunteers who have put themselves forward
- Decisions remain the responsibility of Governors and School Leaders

A copy of this policy will be placed on the school's website to help visitors understand what is expected of them.

6. Key principles

St Catherine's RC Primary School is guided by the following Key Principles in fulfilling the school's obligations under the Act and the duties detailed in this policy. These principles apply to the application and implication of all policies, procedures and practices.

Principle 1:

All members of the school community are of equal value and should be treated with dignity and respect.

The school believes every member of the school community is of equal value whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or nonreligious affiliation or faith background and whatever their sexual orientation. The school believes all individuals are entitled to be treated with dignity and respect and should treat others in the same way.

Principle 2:

We recognise, respect and value difference and diversity.

Treating people equally does not necessarily mean treating them all in the same way. The school will take account of differences and the kind of barriers and disadvantages which people may face in relation to protected characteristics. The school will make reasonable adjustments to arrangement or practices in relation to disability including any necessary auxiliary aids and services. The diversity of people's backgrounds and circumstances is appreciated and valued. The school believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

Principle 3:

We foster positive attitudes and relationships.

The school intends that its policies and procedures and activities should actively promote positive attitudes, good relations and mutual respect between all groups who are different from each other. The school will take action to prevent and tackle discriminatory and derogatory language including language that is derogatory about disabled people and homophobic and racist language.

Principle 4:

We foster a shared sense of cohesion and belonging.

The school strives to ensure that all individuals feel a sense of belonging with the school and with the wider community and that they feel respected and are able to participate fully in school life. We intend that the school's policies, procedures and activities should benefit society as a whole both locally and nationally, by fostering greater social cohesion and by promoting greater participation in public life of all individuals from all groups including those with protected characteristics.

Principle 5:

We observe good equalities practice for our staff.

The school will ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, taking into account equality considerations including

any relevant exemptions or exclusions. The school will ensure equality of opportunity in all aspects of employment including recruitment, promotion and continuing professional development.

Principle 6:

We will actively promote British values.

The school will ensure that equality of opportunity and recognition of diversity is promoted and that pupils respect others and are well prepared to contribute to wider society and life in modern Britain. The fundamental British values are democracy, rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

Principle 7:

We aim to reduce and remove inequalities and barriers that may already exist

In addition to avoiding or minimising possible negative impacts in our policies and practices we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers which may already exist in certain groups with protected characteristics.

Principle 8:

We consult and involve widely

When tackling equality issues, we will consult and engage with those affected by our decisions and where possible, with those people who have special knowledge who can inform the school's approach. We will take into account the views of *the school's Equality and Diversity Working Group* in the implementation and the review of this policy and in particular in relation to the school's equality objectives.

Principle 9:

We address bullying and prejudice motivated incidents

The school takes bullying and prejudice motivated incidents seriously and any such conduct and behaviour will be carefully monitored and dealt with fairly and firmly. We will take into account the specific guidance issued by the DfE on bullying including homophobic and transphobic bullying and bullying related to sexual orientation, transgender, disability, race and religion. Training will be given to both existing and to new staff to ensure that they are aware of how to identify and to deal with such incidents. Guidance is detailed in the school's Behaviour Policy.

The school will take all reasonable steps to ensure that pupils, members of staff, governors and members of the wider school community are aware of and conduct themselves in accordance with the Key Principles.

7. The Equality Act 2010 – Guidance

A) An overview

The Act provides a single, consolidated source of discrimination law. It replaces all the previous UK anti -discrimination laws and extends protection from discrimination in some

areas. The Act applies to schools as employers and it also applies to the way schools treat their pupils and potential pupils. In some limited circumstances the Act can apply to former pupils.

As an employer, schools must not discriminate against a potential employee in respect of whether to offer a job or the terms on which it offers a job and it must not discriminate against an existing employee in respect of benefits, facilities and services it offers including training opportunities, promotion or dismissal. The Guidance and Codes of Practice issued by the Equality and Human Rights Commission provide detailed information on the employment provisions of the Act and how schools are affected.

In relation to pupils, a school must not discriminate against, harass or victimise a pupil or potential pupil:-

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, and
- by excluding a pupil or subjecting them to any other detriment.

b) Types of unlawful behaviour and protected characteristics

The Act defines four types of unlawful behaviour in relation to persons with certain protected characteristics.

The types of unlawful behaviour are –

- direct discrimination
- indirect discrimination
- harassment
- victimisation

There are nine protected characteristics:-

- age,
- disability,
- race,
- religion or belief,
- sex,
- sexual orientation,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity.

Whilst all the protected characteristics are covered by the employment provisions of the Act, the protected characteristics of age, marriage and civil partnership do not apply to pupils. It is not in breach of equality law therefore for schools to admit and organise pupils in age groups and to treat pupils in a way that is appropriate to their age.

Direct discrimination occurs when one person treats another less favourably because of a protected characteristic, than they treat, or would treat other people.

Indirect discrimination occurs when a "provision criterion or practice" is applied generally but has the effect of putting people with a protected characteristic at a disadvantage when compared to people without that characteristic. It is a defence against a claim of indirect discrimination if it can be shown to be a "proportionate means of achieving a legitimate aim and that it could not reasonably be achieved in a different way which did not discriminate." In the context of school, examples of legitimate aims might be:-

- maintaining academic or other standards,
- ensuring the health, welfare and safety of pupils.

Harassment has a specific legal definition in the Act. It is based on the definition from the European Convention for Human Rights. It is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person". This covers unpleasant and bullying behaviour, and potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

Victimisation occurs when a person is treated badly or treated less favourably than they otherwise would have been because they have done "a protected act" or because the school believes that a person has done or is going to do a protected act. A protected act might involve, for example:

- making an allegation of discrimination or
- bringing a case under the Act,
- or supporting another person's complaint by giving evidence or information,
- doing anything else under or in connection with the Act.

Discrimination can also include:

- associative discrimination (when a person is treated less favourably because of their association with someone who has a protected characteristic), and
- perception discrimination (when a person is treated less favourably because you think they have a protected characteristic even if you are mistaken).

c) Additional provisions relating to disability

With regard to disability, a further type of unlawful behaviour is:

- discrimination arising from a disability. A school must not discriminate against a disabled person because of something that is a consequence of their disability unless the discrimination can be justified.

In addition, schools also have:

- a duty to make reasonable adjustments for disabled pupils and staff.

This now extends to:

- a duty to provide auxiliary services and aids.

The duty to make reasonable adjustments means that where something a school does places a disabled pupil or member of staff at a disadvantage compared to other pupils or members of staff, the school must take reasonable steps to try and avoid that disadvantage. Auxiliary aids or services are things or persons which help. Whether a school should provide an auxiliary or service is a question of reasonableness in all the circumstances of the case.

Schools must also carry out accessibility planning for disabled pupils and members of staff under the Act. With regards to pupils schools must implement accessibility plans which are aimed at increasing the extent to which disabled pupils can participate in the curriculum; improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided: and improving the availability of accessible information to disabled pupils. With regard to staff, schools are under a duty to consider alterations to physical feature of the school where it is reasonable to avoid disadvantage caused by disability.

The overriding principle of the equality legislation is one of equal treatment but schools may, and often must, treat disabled pupils and disabled members of staff more favourably than non-disabled pupils or non-disabled members of staff by making reasonable adjustments to put them on a more level footing with pupils and members of staff without disabilities.

d) Positive action and positive discrimination

New provisions in the Act allow schools to take positive action in relation to pupils with certain protected characteristics who may be disadvantaged for social or economic reasons to do with past or present discrimination. Any such action must be a proportionate way of achieving a legitimate aim. Positive action is not the same as positive discrimination. Positive discrimination is always unlawful except in the case of disability. It will never be unlawful to treat a person who is disabled more favourably than a person who is not disabled.

e) The Public Sector Equality Duty

The Act introduced a single, combined Public Sector Equality Duty, which applies to the public sector including schools. It is sometimes referred to as the general duty. The general duty applies to all protected characteristics and requires schools, when carrying out their functions to have due regard to the need to:-

- eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Act,
- advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it,
- foster good relations across all characteristics.

Having due regard means that the Governing Body and the school's leadership team must ensure that whenever significant decisions are being made or policies developed, thought will be given to the equality considerations. Equality will not just be an afterthought and will never be just a matter of ticking boxes. Decisions and actions will be made with an open mind and an assessment will always be made as to whether a particular decision or action may have implications for people with particular protected characteristics.

The Equality Act 2010 (Specific Duties) Regulations 2011 introduced new specific equality duties to help public authorities meet their obligations under the general duty. These specific duties apply to all schools.

In order to comply with their specific duties, schools are required to:-

- publish information to demonstrate how they are complying with the general duty
- prepare and publish equality objectives.

Schools are required to update published information at least annually and to publish objectives at least once every four years.

8. Compliance with the General and Specific Duties

Details of how the school complies with its general and specific duties are contained in Appendices attached to this policy. In particular:

- examples of how the school has due regard to the three strands of its general duty are set out in Appendix A of this Policy.
- details of how the school complies with its duties in relation to disabled pupils and members of staff are detailed in Appendix A.
- the school's current equality objectives are detailed in Appendix B.
- details of the school's accessibility planning are contained in Appendix C.

To assist with the duty to have due regard, the school will carry out an Equality Impact Assessment (EIA) in relation to all new policies and projects. This will help us ensure we are not unlawfully discriminating against certain individuals or groups and that we are ensuring that diversity, equality and inclusion run through all areas of school life.

The Governors and the school's leadership team will keep written records of all relevant decisions (including EIAs) and actions including notes of Governing Body meetings, senior leadership meetings, staff, school council meetings and the school's Equality and Diversity Working Group. The school will publish information on the school website to demonstrate how the school is complying with the general duty. This will include details of staff training on the Act.

The school's equality objectives are specific and measurable and have been arrived at as a result of consultation. The school will, through the Equality Governor and Senior Leadership Team monitor and review those objectives in consultation with the Equality and Diversity Working Group, other stakeholders and members of the local community as appropriate.

The school website will provide a specific link to the school's equality objectives and will also provide links to other equality information including a link to this policy.

9. Faith School Exemptions

There are some exceptions in the Act which apply to all schools and some which apply to single sex schools and schools with a religious character and therefore apply to St. Catherine's RC Primary School.

This section summarises some of the faith school exemptions which are applicable to St. Catherine's RC Primary School. Further details of exemptions which apply to schools can be obtained from the DfE non statutory advice on the Equality Act 2010.

Faith schools have certain exceptions to the religion or belief provisions in the Act which means they may conduct themselves in a way which is compatible with their religious ethos. Faith schools may discriminate because of religion or belief in relation to admissions and in access to any benefit, facility or service.

Faith schools may give priority in admissions to members of their own religion although this may only be done when the school is oversubscribed. Faith schools may also choose to allocate some places to children of a specific faith if the school wishes for example to ensure a mixed intake to reflect the diversity of the local population. Any such selection would need to be on the basis of faith only and not on the basis of ethnic background. In addition, faith schools have exemptions for how they provide education to pupils and the way in which they allow access to other aspects of school life which are not necessarily part of the school curriculum. For example if St Catherine's RC Primary School were to organise a visit for pupils to a sites of particular interest to the catholic faith, the school would not be discriminating unlawfully by not arranging trips to sites of significance to the faiths of other pupils. Nor could a pupil of a different faith claim they were being treated less favourably because objects symbolic of the school's faith such as the Bible were given special status in school.

The daily act of collective worship is an exemption which applies to all schools in relation to the Act's religion or belief provisions. This means that schools are permitted to have acts of worship or other forms of collective religious observance and that schools will not be acting unlawfully if they do not provide an equivalent act of worship for other faiths. Schools are also free to celebrate religious festivals and cannot be claimed to be discriminating against children of other faiths if, for example, they put on a nativity play at Christmas.

In relation to the staff employed to work at Faith Schools, voluntary-aided schools like St Catherine's RC Primary School may apply religious criteria when recruiting or dismissing any member of their teaching staff.

In recruitment, remuneration and promotion the school may give preference to persons:

- whose religious opinions are in accordance with the tenets of the religion of the school; who attend religious worship in accordance with those tenets; or
- who give, or are willing to give, religious education in accordance with those tenets.

In considering dismissals, the governing body may have regard to any conduct that is incompatible with the precepts, or with the upholding of the tenets, of the religion of the school. Religious criteria may not be applied to any other posts (e.g. support staff posts) unless there is a genuine occupational requirement.

The Act does not deal specifically with school uniform or other aspects of appearance such as hair, jewelry and make up. The school's Governing Body determines uniform policy and the rules relating to appearance but must have due regard to equality law and to obligations under the Human Rights Act 1998 when making decisions in this regard. Governing Bodies should be sensitive to the needs of different groups and should act reasonably in endeavoring to accommodate those needs without compromising other school policies and requirements including requirements relating to health, safety and discipline.

10. The School Curriculum

The content of the school curriculum is excluded from the Act but the way in which a school provides education, i.e. the delivery of the curriculum, is explicitly included in the Act. This means that schools must ensure that the curriculum is not delivered in a discriminatory way and that it is delivered in accordance with the school's public sector equality duty.

St Catherine's RC Primary School will provide a broad and balanced curriculum for all pupils and will ensure that all pupils have equal access to all areas of the curriculum. When curriculum policies are reviewed, due regard will be given to equality considerations. The school will regularly consider ways in which the school's teaching and curriculum provisions will support the highest standards of attainment, promote common values and help students understand and value diversity, change, prejudice and stereotyping.

11. Staff Recruitment

Guidance and further information about staff recruitment is contained in the school's Recruitment Policy. The school is committed to equality of opportunity for all members of staff and for prospective members of staff. All school staff who are involved in recruitment will receive appropriate training on equality issues.

The Act introduced a new requirement in relation to recruitment. It is now unlawful for schools to enquire about the health of an applicant for a job until after a job offer has been made unless the questions are related to an intrinsic function of the work. This would include for example ensuring applicants for a PE teaching post have the physical capability to carry out their duties. Any necessary health questions may be asked after a job offer has been made and in all case, any health related questions will be targeted,

necessary and relevant to the job applied for. The school will ensure that all those responsible for recruitment at the school are aware of and comply with this provision.

The school is committed to ensuring that all members of staff and the school's Governing Body undergo training and development in relation to their duties under the Act and in relation to this policy.

12. Staff Development and Training

The school is committed to ensuring all staff receive training in relation to the Act and that staff are aware of their legal duties under the Act, the different forms of discrimination and what reasonable adjustments mean in practice. Training in connection with the Act and in connection with the provisions of the school's Equality and Diversity Policy will be provided to all new staff as part of their induction and to existing staff on an annual basis. The school will also provide opportunities for staff as part of the Continuing Professional Development Programme to further enhance knowledge and skills which support the school's equality duties.

13. Monitoring and Review

The school will review this policy annually and will ensure that the views of the Equality and Diversity Working Group and any other interested parties are sought in relation to the ongoing development and review of this policy.

The school will monitor and will regularly review all its policies and practices to ensure compliance with the Act and will assess whether any changes or adaptations need to be made.

The school will evaluate the success of the school's equalities work using quantitative and qualitative data and by the extent to which the school achieves improved outcomes for different groups. An analysis of equality data will inform discussions about the school's equality objectives and the school will regularly monitor whether and how the school is meeting its objectives. .

14. Availability of the Policy

The school will ensure that the whole school community knows about the policy and the school's equality objectives through the school newsletter, assemblies, staff meetings and other communications. The school will publish any equality related information, policies and guidance on the school's website.

This policy is available:

- on the school website,
- as a paper copy from the school office,
- in the staff room,
- an outline equality statement is on display for visitors including parents and carers,
- as part of the school's induction process for new staff,
- as part of equality training for existing staff,

15. Breach of this Policy

Equality is a matter which is high on the school's strategic agenda. The school takes breaches of the Act and of this policy seriously. The school is committed to ensuring all reasonable steps are taken to stop individuals from taking any form of discriminatory action or from engaging in any form of discriminatory or other unlawful behaviour as detailed in the Act.

The school will ensure that any complaints and evidence of a failure to comply with the Act or this policy are promptly and thoroughly investigated and are dealt with as determined by the Headteacher (or Governing Body as appropriate) in accordance with the relevant school policy/procedure.

Where appropriate, discriminatory acts will be dealt with as misconduct under the school's disciplinary procedure. In addition to being an employment issue, sexual harassment may also amount to a criminal offence and may lead to police involvement. Harassment may also be an offence under the Protection from Harassment Act 1997 (which is not limited to circumstances where the harassment relates to a protected characteristic). Serious acts of discriminatory behaviour, including acts of harassment, could amount to gross misconduct and could lead to dismissal without notice.

Appendix A

St. Catherine's RC Primary School

What we are doing to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010.

- The conduct prohibited by the Equality Act 2010 is detailed in the school's Equality and Diversity Policy which is available to all members of the school community through a variety of sources,
- The school's Equality and Diversity Policy and equality issues in school are monitored by a nominated member of the school's Governing Body and by the Headteacher
- We provide training to our staff and Governors about their responsibilities under the Act and about equality issues. Details of the most recent training can be found on the school's website. Copies of notes or slides from the training will be given to the staff attending as a reminder of the issues discussed,
- We ensure that all staff are aware of their duty to make reasonable adjustments including the duty to provide auxiliary aids and services and what that means in practice,
- We will make reasonable adjustments to the school environment and make its activities as accessible and welcoming as possible for pupils, staff and visitors to the school,
- By planning ahead, we will ensure that all pupils are able to take part in all the activities in school including extra-curricular activities and any residential visits. We will monitor uptake to ensure no one is disadvantaged on the grounds of a protected characteristic,
- We take seriously the need to consider the equality implications whenever policies and procedures are developed, adapted and reviewed and whenever we make significant decisions about the day to day life of the school. This will ensure that policies, procedures and decisions do not even inadvertently, disadvantage groups of pupils with protected characteristics. A record will be made of any equality considerations and will be published on the school website as appropriate,
- Equality considerations are taken into account in all our school policies as they are introduced or reviewed, including our behaviour policy, our anti bullying policy, and our recruitment and pay policies.
- Bullying and prejudice related incidents will be carefully monitored and dealt with effectively,
- We will ensure that all appointment panels give due regard to equality issues and so that no one is discriminated against when it comes to employment, promotion or training opportunities. We will ensure that job applicants are not asked health related questions in accordance with the Act and the school's policy unless they related to an intrinsic function of the work they do. We will ensure that reasonable adjustments are made to the interview/recruitment process as necessary,

- We will consider any possible indirectly discriminatory effect of the school's standard working practices when considering requests for contractual variations to these practices. Requests will only be refused if there are good business reasons unrelated to any protected characteristics (see the school's Flexible Working Requests Policy).
- We are committed to ensuring our pupils understand that they belong to a society and a world that is diverse and multi-cultural. We will regularly consider and review the way our teaching and the curriculum helps promote an awareness of the rights of individuals and helps pupils understand and value difference and diversity and to challenge prejudice and stereo-typing. We will actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all,

What we are doing to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it.

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements,
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our admissions meetings,
- We collect data and monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school ensure that pupils are achieving their potential, the school is being inclusive in practice and that trends are identified which will inform the setting of our equality objectives.
- We take action to close any gaps in progress or achievement for example, for those making slow progress in acquiring age appropriate literacy and number skills.
- We will collect and analyse data on the school population: by gender and ethnicity; on the % of children identified as having a special educational need and/or disability and by their principal need or disability; by year group - in terms of ethnicity, gender and proficiency in English; on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English,
- We will collect and analyse attainment data which shows how pupils with different characteristics are performing in helping to identify whether there are any areas of inequality which need to be addressed. The Integrated Data Set and ASP are also used as these contain detailed analysis by relevant characteristics,
- We will also collect, analyse and use data in relation to attendance and exclusions of different groups. We will ensure that we engage and consult with those people who are affected by a policy or activity in the design of new policies and in the review of existing ones,
- We will encourage pupils with particular characteristics to participate fully in any school activities for example by encouraging both boys and girls and pupils from

different ethnic backgrounds to be involved in the full range of school clubs and societies,

- We are aware that although the Act relates mainly to current pupils, it also applies to future children and we will for example, seek to be sufficiently prepared if a Visually Impaired or Hearing impaired child joins our school through a planned programme of building refurbishment,
- We will avoid language that runs the risk of placing a ceiling on any child's achievement or that seeks to define their potential as learners, such as "less able". We use a range of teaching strategies that ensures we meet the needs of all children.
- We provide support to children at risk of underachieving; we are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We will take positive action which is proportionate to address the disadvantage faced by particular groups of children with particular protected characteristics, such as targeted support.

What we are doing to foster good relations across all protected characteristics.

- We will prepare our children for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our children,
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We will use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole-school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour.
- We provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures,
- We include the contribution of different cultures to world history that promote positive images of people
- We provide opportunities for our children to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, worship and assemblies, visitors and whole school events.
- We will review relevant feedback from the annual parents questionnaires and from parents' evening, parent-school forums, from issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- We will secure and analyse responses from staff surveys, staff meetings and training events review feedback and responses from the children and groups of

children, from the school council, PSHE lessons, and whole school surveys on children's attitudes to self and school ;

Where we publish information

The school website is used to publish all relevant equality information including links to other websites and resources.

What information we publish

The information the school publishes to show it is complying with its general and specific duties includes the following:-

- the school's Equality and Diversity Policy,
- all other relevant school policies,
- the school's current equality objectives (also in Appendix B),
- newsletters,
- all other information which shows how we are complying with our Public Sector Equality Duty.

Appendix B

St. Catherine's RC Primary School - Equality Objectives

The school's Equality Objectives for 2021-2024 are:

1. To narrow the gap between the progress made by all children and that made by groups of children, including race, gender, disability, looked after and previously looked after children and pupil premium.
2. To ensure that staff induction includes raising awareness and understanding of responsibilities under the Equality Act for all staff.
3. Review the curriculum to identify strengths and areas for development to ensure diversity and equality are promoted effectively across the curriculum.
4. To develop our children as resilient and happy citizens through our MyHappyMind health and well-being curriculum

The above objectives represent our school's priorities and are the outcome of a careful review and analysis of data and other information. They also take into account national and local priorities and issues.

Equality Objectives:

- Our objectives are based on analysis of provision and next steps of development
- Our objectives are specific and measurable – they meet the school's needs and are achievable,
- We will publish our objectives on the school website,
- We will report annually to the governing body on progress towards achieving our objectives.
- In the future, evidence will be published on the school website of the steps being taken and the progress towards meeting these objectives,
- Evidence of steps taken and progress made towards meeting past objectives will also be published,
- Our objectives will be reviewed annually and will be updated at least every four years.

School plan in relation to how its equality objectives will be met:

Equality Objective	Reasons for objective. Key issues for the school. How the objective will be implemented and who will have responsibility for monitoring the progress of the objective.	Timeframe	Progress
To narrow the gap between the progress made by all children and that made by groups of children, including race, gender, disability, looked after and previously looked after children and pupil premium.	The attainment of children in receipt of pupil premium funding is not at the same level of other children. There are a significant number of previously looked after children on roll and a need to look at specific provision for these children to identify targets for progress, what is working well and the aspects which have the highest impact on progress. Monitored by Phase Leaders and SLT termly	Termly when data is analysed by Leadership Team	
To ensure that staff induction includes raising awareness and understanding of responsibilities under the Equality Act for all staff.	It is important that all staff have a clear understanding of Equality responsibilities. Equality included in Induction Process, including current objectives and progress towards them. Review Induction Policy and upon induction - SLT	At the start of each academic year when a new member of staff is recruited.	
Review the curriculum to identify strengths and areas for development to ensure diversity and equality are promoted effectively across the curriculum.	Need to confirm the range and diversity in curriculum materials, reading materials. Ensure stereotypes are challenged in each area of the curriculum.	At least one subject each term, starting with reading.	
To develop our children as resilient and happy citizens through our MyHappyMind	Children's resilience is a concern, particularly now relating to school closure, lockdown and response to COVID-19. Children, and all	Introduced Nov 2020, with weekly sessions.	

health and well-being curriculum	members of the school community need to be given support and strategies to look after their well-being and build self-esteem.	Impact assessed after 2 terms initially.	
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Appendix C

St. Catherine's RC Primary School

School Accessibility Plan: 2019-2022

Shaping the Whole Person - Equality and Inclusion			
Targets	Actions	Who is responsible	Timeframe/date
To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings.	Clerk to Governors to add to list for FGB meetings.	Clerk to Governing Body Inclusion Governor	September 2019 – then Ongoing
To ensure School's SEND policy meets the needs of the children within the school and provides the framework for whole school provision for SEND.	Review the SEND Policy annually. Present updated SEND Policy to Governors.	Headteacher AHT Inclusion	Policy reviewed June 2019 Policy presented to Governors Annually
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	AHT Inclusion	Initial review, September 2019. Then review at least annually.
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Headteacher AHT Inclusion	Annually
The pursuit to continually challenge discrimination and harassment.	As listed in SEND Policy, Racial Incidents Policy, Behaviour Policy Monitor implementation of PSHE programme	Everyone Headteacher AHT Inclusion	Ongoing. Review PSHE programme at least annually.
Creating Inspiring Learning Spaces: Physical Access			
Targets	Actions	Who is responsible	Timeframe/date
Audit of accessibility of school buildings and grounds.	Identify areas for improvement following	Headteacher AHT Inclusion	May 2019

	LOIS audit and prioritise areas of concern.	Inclusion Governor School Caretaker	September 2019
Ensure there is a process for identifying and assessing individual physical difficulties affecting access to the curriculum (e.g. seating/recording).	Seek advice from OT and Physio. Add this into the annual reviews for pupils where required.	Headteacher AHT Inclusion Inclusion Governor	Annually
Ensure safe handling of children with disabilities.	OT and Physio to give relevant staff moving and handling training (Through LOIS)	Headteacher AHT Inclusion Inclusion Governor	Annually
Provide equipment required such as specialist seating, adapted cutlery, sloping board etc. Manage and implement equipment provided by PT such as standing frame, walkers etc	Needs assessed. Equipment purchased on a needs basis.	Headteacher AHT Inclusion Physio OT	September 2019 Ongoing
Accessible toilet is not large enough to accommodate a changing bed or supported transfers onto the toilet (EYFS)	Investigate the best and most cost-effective way to install appropriate equipment should it be required in the future.	Headteacher AHT Inclusion Inclusion Governor Physio OT	Re-assess annually
Emergency Access			
Targets	Actions	Who is responsible	Timeframe/date
Ensure any additional needs with regards to emergency evacuation are identified and planned for.	Review personal evacuation plans. Review risk assessments for individual children and highlight risk in evacuations. Fire drill and Lock Down drills to be completed termly – Feedback on personal	Headteacher AHT Inclusion	Annually Drills - Termly

	evacuation plans to be completed after each drill.		
Children who require an IHP in relation to a medical or physical need have plans in place that are reviewed annually.	Review Individual Health Plans.	Headteacher AHT Inclusion	Annually
Building Community: Ensuring Inclusion in the School Community			
Targets	Actions	Who is responsible	Timeframe/date
Ensure that disabled students can participate in extra-curricular activities and trips and visits	Audit of extra-curricular provision.	Headteacher AHT Inclusion Inclusion Governor	Annually
Enable maximum possible social integration of children with disabilities.	Strategies embedded to promote the social integration of children with disabilities.	Headteacher AHT Inclusion Inclusion Governor	Annually
Relevant staff trained to support disabled children with toileting which is essential for well-being in addition to social integration	Staff trained in manual handling and managing children with medical conditions on a rolling programme.	Headteacher AHT Inclusion Inclusion Governor	Annually
All children with disabilities join in with their peers at play-time and make friends.	Staff are trained and school has capacity to work with children with a range of needs.	Headteacher AHT Inclusion Inclusion Governor	Annually
All staff have a specialist level of knowledge and understanding of working with children with disabilities so that disabled children are very well supported in all aspects of their school life.	All staff feel confident in supporting and working with children with disabilities.	Headteacher AHT Inclusion Inclusion Governor	Annually
Striving for Excellence: Access to the Curriculum			
Targets	Actions	Who is responsible	Timeframe/date

All children have access to a broad, balanced and relevant curriculum.	Options/twilight/enrichment programme reviewed at least annually.	Headteacher AHT Inclusion Inclusion Governor	Ongoing
All children have a differentiated curriculum that meets their individual needs.	Following the SEND Policy SEND students have an IEP/EHC Plan that details student's needs (and how to differentiate) with personalised curriculums where appropriate. Lesson observations reports teaching matched to individual needs. The number of satisfactory and good or better teaching is increased.	Headteacher AHT Inclusion Inclusion Governor	Ongoing
Children's access to the curriculum is increased because they attend school more regularly. Attendance is improving year on year.	See attendance actions in SDIP.	Headteacher AHT Inclusion Inclusion Governor	Annually
Children's access to the curriculum is increased because there is a reduction in exclusions, individual student needs are met, suitable educational provision is provided.	Follow SEND Policy, Public Sector Equality Duty. Reflection room/time out room in place for identified students.	Headteacher AHT Inclusion Inclusion Governor	Ongoing
Children's access to the curriculum is increased through personalisation and differentiation	All staff are aware of different learning needs and	Headteacher AHT Inclusion Inclusion Governor	Ongoing

	<p>plan and deliver for this in the classroom.</p> <p>Lesson observations show individual needs are being met.</p> <p>All children with disabilities are supported to make good progress through personalised teaching.</p>		
<p>Ensure appropriate engagement with sport and competition.</p> <p>Children with disabilities are able to engage with a good range of sports.</p> <p>Disabled children are able to access similar experiences to their peers, experiencing the joy of sport and competition.</p>	<p>Establish and review systems and processes for evaluating the learning needs of children with disabilities.</p> <p>Disability sport competitions engaged with regularly.</p>	<p>Headteacher</p> <p>AHT Inclusion</p> <p>Inclusion Governor</p> <p>PE Coordinator</p>	Ongoing
Access to information			
Targets	Actions	Who is responsible	Timeframe/date
<p>Availability of written material in alternative formats</p>	<p>The school makes itself aware of the services available through the LEA/external agencies for converting written information into alternative formats. The School to be aware of parents/carers access needs and will provide support when needed.</p>	<p>Teachers, AHT Inclusion, Office Staff.</p>	Ongoing

	The school can provide written information in alternative formats.		
The written information provided to parents/carers is accessible and read. Information is read. Parents/carers feel that school is an approachable supportive institution.	Current information and invitations sent to all parents is reviewed to judge the language, style, format, and accessibility. School 'house style' audited.	Teachers, AHT Inclusion, Office Staff.	Ongoing
Written communication to parents/carers includes opportunity to raise access issues with school in advance e.g. at parents' evenings	School ensures all parents/carers can access school site	Teachers, AHT Inclusion, Office Staff.	Ongoing