

# Equality and Diversity Policy

Version: 1



<b>Name and Designation of Policy Author(s)</b>	Nina Chwastek, Headteacher Helen West, Chair of Governors		<b>Is this a Statutory Document</b>
			Yes
<b>Approved By (Committee / Group)</b>	Curriculum Committee		
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<b>Target Audience</b>	Governors, parents, staff, children and visitors		
<b>Links to Other Strategies, Policies, Procedures, etc.</b>	Accessibility Plan, Curriculum policies,		

## 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

## 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

## **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. It also applies to the school's governors and provides guidance for parents, carers, visitors and members of the wider school community.

#### **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;
- 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;

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;
- 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 pursues 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.

All staff are responsible for:

- being aware of the Act and their responsibilities;
- keep up to date with equalities legislation relevant to their work;
- being aware of and implementing the provisions of this policy,
- 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;
- supporting pupils in their class for whom English is an additional language:
- 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.

Pupils must:

- refrain from engaging in any discriminatory behaviour
- support the school's approach and commitment to equality;

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

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

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

## **6. Guiding principles**

Taking into account the school's Equality Statement and the provisions of the Act, including the school's equality duties, the approach of St. Catherine's RC Primary School to equality is based on the following guiding principles:

### Principle 1:

*All members of the school community are of equal value.*

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 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.

### Principle 4:

*We foster a shared sense of cohesion and belonging.*

The school wishes 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.

### 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. The school will ensure equality of opportunity in all aspects of employment including recruitment, promotion and continuing professional development.

*Principle 6:*

*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 7:*

*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.

*Principle 8:*

*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. 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.

*Principle 9:*

*We will address breaches of the Equality Act 2010 and of the school's Equality and Diversity Policy*

Equality is a matter which is high on the school's strategic agenda. We take breaches of the Act and of the school's Equality and Diversity Policy seriously and will ensure that any complaints and evidence of a failure to comply with the Act or the policy are thoroughly and promptly investigated and are dealt with in accordance with the relevant school procedure.

*Principle 10:*

*We believe society as a whole should benefit*

We intend that our policies 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.

## **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 and school council meetings. 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 monitor and review those objectives in consultation with parents, pupils, staff 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 a general 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.

## **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 had 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.

## **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. 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 equality 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**

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,

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.

### **15. Breach of this Policy**

Breaches of this policy are dealt with in the same way as breaches of other school policies and are dealt with as determined by the Headteacher/Governing Body as appropriate in accordance with the provisions of the relevant school policy.

## 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, RAISE on line will be used as this contains much 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 2016-2019 are:

- To monitor and analyse pupil achievement by group and to act upon achievement gaps
- To raise attainment of vulnerable learners in reading, writing and maths
- To ensure the school environment is as accessible as possible to pupils, staff and visitors

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.

## Appendix C

### St. Catherine's RC Primary School

#### School Accessibility Plan 2016-2019

Access to the Curriculum			
Priority	Strategy / Action	Timescale	Success Criteria
Resources to give full curriculum access	Enlargement of resources, visual timetables, overlays/coloured paper for children with dyslexia/visual stress	Immediately, as identified	Dyslexia is not seen as a barrier to learning and support materials are in place to maximise potential
Sensory equipment	Sensory area to meet the needs of children with sensory issues/ASD	Initially in specific class areas for September 2016, area to be determined in Building Development Plan	Area available for children to access as part of the curriculum

Access to the Physical Environment			
Priority	Strategy / Action	Timescale	Success Criteria
Disabled toilet /changing facilities	Provide appropriate changing facilities to ensure the needs of all children are met.	September 2016	Changing facilities in place within Early Years
Clear signage	Review signage around school grounds to ensure ease of access	September 2016	Signage gives clear pathways around school