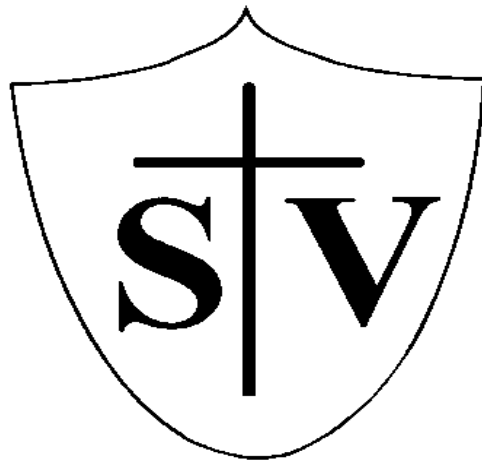


# **St Vincent's Catholic Primary School**



## **Public Sector Equality Duty**

St. Vincent's is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and Human Rights Act 1998.

Our approach to equality is based on the following six key principles:

1. **All learners are 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 non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including recruitment and promotion, and continuing professional development.
6. **We have the highest expectations of all our children.** We expect all pupils to make good progress and achieve to their highest potential.

**We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

### **Purpose of the policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

The **Public Sector Equality Duty** or "general duty"

This requires all public organisations, including schools to

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

**Two "specific duties"**

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty by 6th April 2012
2. Publish Equality objectives at least every four years which are specific and measurable by 6th April 2012

This policy describes how our school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

**Appendix 1** is a checklist of key equality considerations

**Appendix 2** shows the school's Equality Objectives for **2014-2017** in an Equality Action Plan

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

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The head teacher ensures that all appointment panels give due regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

### **Behaviour, Exclusions and Attendance**

The school policy on behaviour – Rewards, Sanctions and Exclusions – takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

### **Addressing prejudice and prejudice-based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We keep a record of any prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them.

### **What we are doing to advance equality of opportunity between different groups**

- 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 pupil admission meetings.

- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse and review data:

- on the school population by gender and ethnicity;
- on the percentage of pupils 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 avoid language that runs the risk of placing a ceiling on any pupil'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 pupils.
  - We provide support to pupils 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.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys
  - We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

#### Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

#### **What we are doing to foster good relations**

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through Physical, Social, Health Education and Citizenship and across the curriculum.
- We 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 pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and promote positive images of people.
- We promote opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole-school events, e.g., Black History Month, Deaf Awareness Week.

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

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce equality data analyses which inform our discussions about the Equality Objectives.

### **Equality Objective**

There is very little difference between the attainment of different groups in the school, including gender.

#### **Our Equality Objectives for 2013-2017:**

- **To ensure that our children for whom English is an Additional Language (EAL) achieve at least as well as all other children (although EAL isn't a protected group it relates to race and racial origin)**
- **To continue to develop and promote a whole-school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour**

Monitoring and reviewing objectives

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors, parents and carers.

### **Roles and Responsibilities**

We expect **all** members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

#### **Governing body**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

#### **Head teacher and Leadership team**

The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and for taking appropriate action in any cases of unlawful discrimination.

#### **Teaching and support staff**

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom;
- challenge prejudice and discrimination;
- deal fairly and professionally with any prejudice-related incidents that may occur;
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability;
- maintain the highest expectations of success for all pupils;
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult;
- keep up to date with equalities legislation relevant to their work

We will provide training and guidance on equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole-school staff meeting at the start of the school year.

#### **Equal opportunities for staff**

We are committed to the implementation of equal opportunities principles and monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer, we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## APPENDIX ONE

### Checklist for school staff and governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g., pupil achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.
- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action where trends or patterns indicate a need.
- The school sets out Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- A senior member of staff has responsibility for co-ordinating the implementation of the policy and monitoring outcomes.
- The school ensures that all staff understand and implement the key requirements of the Equality Policy.
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g., through class assemblies and the school council.
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e., different groups) and takes action if there is a cause for concern.
- Visual displays and multi-media resources reflect the diversity of the school community.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school takes part in events such as Black History Month, International Day & Disability Awareness Day to raise awareness of issues around race and disability.
- The school environment is increasingly accessible to pupils, staff and visitors to the school – including the acoustic environment.
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
- The governing body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to all parents.

## Appendix 2 Equality Objectives 2019-2022

| Objective   | Tasks to meet objective  | Person responsible  | Timescale   | Success criteria & monitoring   |
|---|--|---|---|---|
| <p>To continue to develop and promote a whole-school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour</p> | <ol style="list-style-type: none"> <li>1. Years 5 &amp; 6 teachers to use 'Show Racism the Red Card' resource to teach children about racism</li> <li>2. Staff to continue to challenge any derogatory language, attitudes and behaviour</li> <li>3. Through RE, assemblies, PSHE, circle time etc teach the children about fundamental values of respect for all</li> <li>4. All classes to create/formulate &amp; display a Respect Oath for their classroom</li> <li>5. Work to achieve the UNICEF Rights Respecting School Award over a 3 year period</li> </ol> | <p>Headteacher &amp; Senior leadership team<br/>All staff</p> | <ol style="list-style-type: none"> <li>1. Start summer term 2015 and build into curriculum for all future years</li> <li>2. Ongoing</li> <li>3. Ongoing throughout the school year</li> <li>4. Display by start of summer 2015</li> <li>5. Research spring/summer 2015 to begin start of autumn 15 at the latest</li> </ol> | <p>Children all treat each other with respect. No or rarely any incidents of derogatory language, attitudes or behaviour</p> <p>Rights Respecting School Award achieved</p> |