

St. Augustine of Canterbury Catholic Primary School

SINGLE EQUALITIES POLICY January 2017

Mission Statement

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God's children to succeed to their full potential as we are...

“Created by God to love and learn”

Principles

This policy outlines the commitment of the Staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At St Augustine's School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

The main aim will be to reduce and, where possible, eliminate barriers to accessing the curriculum and buildings and for pupils to have full participation within the school community.

The school will consider the three main elements as stated in the Index for Inclusion within this scheme. The Duty states that a school must, in the exercise of its functions, have due regard to the need to:-

Creating inclusive Cultures
Producing inclusive Policies
Evolving inclusive Practices

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;

2. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it;

3. Foster good relations between persons who share a protected characteristic and persons who do not share it; this means:-

- tackling prejudice.*
- promoting understanding*

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is the Head teacher. He will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governor responsible for this area who is SEN Link Governor - Clare Malone
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEN, Children in Care, Minority Ethnic (including Traveller and EAL pupils) and Free School Meals, in the following recommended areas:
 - Pupils' Progress and Attainment
 - Learning and Teaching
 - Behaviour, Discipline and Exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

The school already has a very strong caring and inclusive ethos and environment. This will be strengthened by the scheme.

Our Vision for Equality

Our aim is to provide education for all, acknowledging that the society within which we live is enriched by diversity.

We will strive to ensure that the culture and ethos of the school reflects and celebrates the diversity of ALL members of the school and wider community.

We will also seek to ensure that everyone is equally valued and treats one another with respect and fairness. Pupils and other members of the school community will be provided with the opportunity to experience, understand and celebrate diversity.

Our core values reflect those of our Mission.

They are:

Our spirituality and Catholic Faith will be nurtured in a reflective and inclusive community. Every individual will be supported to achieve their potential through excellent standards of teaching and learning.

We will all work to achieve strong, positive relationships with each other showing respect and understanding for all.

Our creativity will be developed through stimulating teaching and learning experiences.

We will all become confident and positive learners.

We will proactively seek to review and restructure the cultures, policies and practices in school, so they can be welcoming and responsive to the full diversity of people locally, nationally and globally.

Promoting Equality: Curriculum

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation.

To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of the school

- At St Augustine's School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account of wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through the School Council and Pupil Conferencing which gives regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity.

- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality:

Partnerships with Parents/Carers and the Wider Community

St Augustine's School aims to work in partnership with parents/carers.

We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent questionnaires, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome (e.g. Induction policy for EAL pupils, School SEN report, Pupil Premium leaflet)

Promoting Equality:

Information gathering

St Augustine of Canterbury Catholic Primary School collects information from the stakeholders through the use of questionnaires and forms. Details will be taken from the new intake of pupils and their families and when new staff and governors join the school. All questionnaires and forms will detail the need for the information and its confidential nature.

The information gathered will be on the following theme:

- ◆ the level, if any, of the disability of the stakeholder

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

School Community	Responsibility
The Governing Body	<ul style="list-style-type: none"> • The school complies with all equalities legislation relevant to the school community; • The school's equalities policy is maintained and updated regularly and is included within the School Improvement Plan; • The actions, procedures and strategies related to the policy are implemented; • The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or other incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.
The Head teacher and Senior Leadership team	<ul style="list-style-type: none"> • In partnership with the Governing body, providing leadership and vision in respect of equality; • Overseeing the implementation of the equality policy and schemes; • Co-ordinating the activities related to equality and evaluating impact; • Ensuring that all who enter the school are aware of, and comply with, the equalities policy; • Ensuring that staff are aware of their responsibilities and are given relevant training and support; • Taking appropriate action in response to any prejudice related incidents.
All school staff	<ul style="list-style-type: none"> • The implementation of the school's equalities policy and schemes; • Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping; • Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination. • Design and deliver an inclusive curriculum • Help in delivering the right outcomes for pupils. • Keeping up to date with equalities legislation.
Parents	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these • Take an active role in supporting and

	challenging the school to achieve the commitment to tackle inequality and achieve equality of opportunity for all
Pupils	<ul style="list-style-type: none"> Supporting the school to achieve the commitment made to tackling inequality, e.g. through pupil voice.

The whole school community will be aware of the Single Equality Policy through it's publication on the school website.

Breaches

Breaches to this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Objectives will be reviewed every three years, in relation to any changes in the school profile.

Action Plan- Introduction

The following action plan has been formulated as a result of the involvement of a wide range and number of stakeholders.

Responsibility for the operational delivery of our action plan rests with all staff. The Head Teacher has responsibility to ensure that staff have the skills and knowledge to implement their responsibilities under this action plan.

The delivery of the action plan is monitored by the Governors and SLT

Setting the main priorities and actions through to implementation

The information gathered will inform the action plan to ensure equality for all. This will include setting the main priorities for the school and identifying how they will be implemented.

The actions need to be clear with distinct success criteria and outcomes to enable all stakeholders to be included in all the school does.

Note should be taken of the opportunities to Promote Equality of Opportunity at each stage of the process as well as identifying the barriers to success.