



Equality Policy 2017-2020

Foreword

St. Anne's Catholic Primary School is pleased to introduce its Equality Policy in line with CES guidance. We acknowledge our duties under the Equality Act 2010.

All of our services, practices and policies are based on our commitment to equality of opportunity in service delivery and employment. The promotion of social inclusion and equality, and the elimination of discrimination are important issues for St. Anne's Catholic Primary School.

The range of activities detailed in our Equality Policy clearly demonstrates our commitment and determination to promote equality.

This policy will be regularly monitored, reviewed and developed in line with our core values, user feedback, best practice and legislation.

To Be Reviewed: Spring Term 2018

Signed

Date

Introduction

St. Anne's Catholic Primary School is committed to improving service delivery and overall performance.

Mission Statement and Vision

Let trust, respect and love live here

Vision Statement

"With Jesus in our Hearts we Learn and Grow"

School Aims

- We aim to show, all that are touched by our school, that Christ is at the centre of everything we do
- We provide a school environment which is happy, stimulating, safe and secure
- We provide a rich, broad curriculum with a wealth of opportunities for all, that will nurture self-motivated independent learning which searches for excellence
- We enhance and promote high standards and expectations
- We recognise the God given dignity of each member of the school community; all are valued and respected as individuals and are treated fairly and with compassion
- We recognise that every child has potential and we provide opportunities that will encourage all children to maximise their abilities, aptitudes and talents
- Our school is rooted in its commitment to Religious Education that is instrumental to the achievement of success and excellence
- We embrace technology that will motivate, inspire and thrill
- We expect that all members of our school community are well mannered and polite sharing in an ethos that enables trust, respect and love to grow

Background

The Equality Act 2010 ("the Act") introduced a single Public Sector Equality Duty which applies to all public authorities, including maintained schools and academies and which came into effect in April 2011. This new Public Sector Equality Duty replaces all previous legislation in relation to equal opportunities. The Equality Duty helps schools to focus on key issues of concern and how to improve pupil outcomes which is also central to the OFSTED inspection framework.

The Act makes it unlawful to discriminate against, harass or victimise anyone, be they staff, pupil or parent (subject to certain exceptions including those applying to schools with a religious character)

- 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; or
By excluding a pupil or subjecting them to any other detriment.

Schools should work to foster good relations and advance equality of opportunity. School has a clear duty of "due regard" whereby it should:

- (a) Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- (b) Advance equality of opportunity between persons who share a **relevant**

protected characteristic and those who do not;
(c) Foster good relations between persons who share a relevant **protected characteristic** and those who do not.

Protected characteristics

It is unlawful to discriminate against anyone by treating them less favourably on the basis of the following protected characteristics:

- **Sex;**
- **Race;**
- **Disability;**
- **Religion or belief;**
- **Sexual orientation;**
- **Gender reassignment- this protection was introduced by the Act;**
- **Pregnancy or maternity – the Act extended this protection to pupils.**
- **Age**
- **Marriage and Civil Partnership**

It is also unlawful to discriminate on the basis of association or perception i.e. because a person with whom the pupil or prospective pupil is associated has a protected characteristic, or if you think a person has a protected characteristic even if this is mistaken.

The Act also explains what is meant by having “due regard” as follows:

- Removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Taking steps to meet the needs of persons who share a relevant protected characteristic from the needs of persons who do not share it; Encouraging persons who share a relevant protected characteristic to participate in public life or any other activity in which participation by such persons is disproportionately low.

The Act further sets out that:

- Meeting different needs involves taking steps to take account of disabled persons’ disabilities;
- Fostering good relations involves tackling prejudice and promoting understanding between those who share a relevant protected characteristic and those who do not;
- Compliance with the duties may involve treating some persons more favourably than others, although this is not to be taken as permitting conduct otherwise prohibited by the Act.

Although age is also a protected characteristic in relation to employment and to the provision of goods and services (except for children) this does not apply to pupils in schools. This allows schools to differentiate on the basis of age so that schools can continue to organise children in age groups and treat them age appropriately etc. This applies even where the pupil is over the age of 18.

Unlawful behaviour

- **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 where a “provision, criteria or practice” is applied which has the effect of putting people who have a particular protected characteristic at a disadvantage when compared to people without that characteristic;
- **Harassment** – “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. In schools this applies only to harassment because of sex, race, disability and pregnancy and maternity. It does not apply to religion or belief, sexual orientation or gender reassignment. This does not of course mean that such behaviour would be permissible; it would remain unlawful discrimination notwithstanding that this legal definition does not apply;
- **Victimisation** – is where a person is treated less favourably because of something done (“a protected act”) in connection with the Act e.g. because the person has brought a claim under the Act.

Aims and Objectives:

1. We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
2. We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
3. We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
4. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
5. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
6. We challenge personal prejudice and stereotypical views whenever they occur.
7. We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
8. We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.
9. We consult and involve widely
10. Society as a whole should benefit
11. We create a three year equality objective which is kept under review (see appendix 1)

The role of governors

In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, we monitor:

- admissions
- attainment
- exclusions
- rewards and sanctions
- parents' and pupils' questionnaires

The governing body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for jobs at our school. The governors welcome all applications to join the school, whatever background or minority group a child may come from.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

The role of the headteacher

It is the headteacher's role to implement the school's policy on equal opportunities, and they are supported by the governing body in so doing.

It is the headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

The headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.

The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

The role of the class teacher

Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book and draw them to the immediate attention of the headteacher.

Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- require the headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

APPENDIX ONE

St Anne's Three Year Equality Objective

Our current three year equality objective is to support pupils in their understanding of difference and diversity through the delivery of our PSHE curriculum topic on "Difference and Diversity"

Review Date	Actions	Further Comments
Summer 2018	Review introduction of KS1 difference and diversity scheme, monitor progress of KS2 scheme.	
Summer 2019	Embed the Difference and Diversity scheme of work and enhance the curriculum with diversity activities	
Summer 2020	Review Equality Policy and set new equality objective	

