

St Charles Catholic Primary School



Equality Policy

Designated Teacher: Paula Byrne
Designated Governor: Dave Hallbery
Date policy adopted by the Governing Body: Autumn 2019
Date policy to be reviewed: Autumn 2020

St Charles School Policy

Equality

The School Mission Statement



"Love God Love Your Neighbour"

St Charles Catholic Primary School exists to serve the Roman Catholic communities of Ladbroke Grove and its neighbouring parishes. We are here to educate the children in a community which has the Gospel values, traditions and beliefs of the Catholic Faith at the centre of its ethos.

Spiritual and Moral development

At St. Charles Catholic Primary School, we believe that each child should learn in an atmosphere surrounded by love.

We aim to promote a learning atmosphere where positive values in behaviour and attitudes are created.

In each class every child will be given the opportunity to develop his/her true potential academically, morally and spiritually.

The children in our care will be taught to value each other and the world around them. In dealing with others they will show forgiveness and patience, ready to comfort those in need.

Charles Equality Policy

Ethos

At St Charles we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected regardless of their background, gender, needs or abilities.

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 allows us to tackle underachievement and disadvantage of different groups.

Our approach is based on the following 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 equality practices for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
7. **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/staff 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 general Public Sector Equality Duty and the 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” require all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty.
2. Publish Equality objectives at least every 4 years, which are specific and measurable.

This policy describes how the 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. Other individual policies will address any equality issues specific to those subjects.

What we are doing to eliminate discrimination, harassment and victimisation

We are committed to ensuring equality of education and opportunity for all pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their protected characteristic and to participate fully in school life.

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 take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admission arrangements are fair and transparent and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, sexual orientation, or gender. However, as a Catholic school we use Catholic practice as a criterion for entry.

Systems and procedures to promote equality of opportunity between different groups

We have various systems and procedures in place which are used to help all our children develop into learners who are independent, confident, responsible, successful and innovative. All our children are routinely familiarised with these terms and their meanings. In order to achieve this, the following proactive strategies are in place.

- Weekly attendance monitoring for over representation of different groups to enable these to be addressed promptly.
- Pupil Progress Meetings at least termly in which the progress of every child is tracked and analysed to identify any group that may be underachieving and take action to close any gaps.
- Carefully selected resources to promote positive images regarding race, gender, emotional and Special Needs.
- The PHSE curriculum and Keys to Succeed are embedded within our ethos and weekly assemblies.
- Our School Code of Conduct encourages positive and responsible behaviour. All serious incidents are recorded as well as being addressed with the children and families.
- We challenge all forms of prejudice based bullying which stands in our way of fulfilling our commitment to inclusion and equality. We keep a record of all incidences of prejudice-based bullying and report to governors about numbers, types and seriousness of these incidents at our school.
- We are alert about the potentially damaging impact of negative language in matters such as race, gender, disability or sexuality.
- We work in partnership with parents and carers to identify children who have a disability and support where necessary.
- We ensure access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We collect and analyse data to prevent and address underachievement of key groups including:
 - o Pupil Premium
 - o Ethnicity
 - o SEN
 - o Looked After Children
- Any concerns regarding children in receipt of the PPG are reported to the Head teacher or Senior Leadership Team by all teaching staff.

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children we use the programmes of study from earlier year groups. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where appropriate such pupils are discussed with the SEN coordinator and an IEP is written.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groups that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

Children with disabilities

There may be at any given time, children in our school who have disabilities and consequently need additional resources. The school is committed, where it's practical, to providing an environment that allows these children full access to all areas of learning. All of our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school building also allow wheelchair access. There are ramps situated at all main entrances to the building. There is a disabled toilet in the main corridor.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;

will include approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
uses assessment techniques that reflect their individual needs and abilities.

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs; Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

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. We will provide training, guidance and information to enable them to do this.

The Governing Body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures are implemented.

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

All teaching and support staff will:

- o Promote an inclusive and collaborative ethos in their classroom.
- o Challenge prejudice and discrimination.
- o Deal fairly and professionally with any prejudice-related incidents that may occur.
- o Plan and deliver lessons that reflect the school's principles, for example, providing materials that give positive images in terms of race, gender and disability.
- o Maintain the highest expectations for all pupils.
- o Support different groups of pupils in their class through differentiated planning and teaching.
- o Keep up-to-date with equalities legislation relevant to their work.

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Equal opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles 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 and Safer Recruitment.
- We strive to ensure that staffing within the school reflects the diversity of the community.
- We strive to eliminate discrimination of all protected characteristics and actively promote equality across all groups within our workforce.

This policy is reviewed annually by the Special Educational Needs Co-ordinator, in consultation with the Head Teacher.