Federation of St Charles and St Mary's Catholic Primary Schools

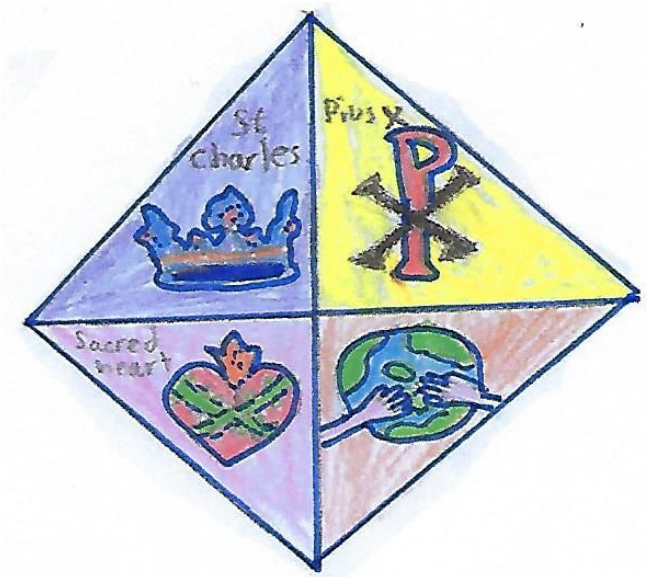
Equality, Diversity and Inclusion Policy

This policy was adopted by the Governing Body in: Spring 2026
Date policy to be reviewed: Spring 2029

St Charles Catholic Primary school

Our Mission Statement

Love God, Love your Neighbour



(Design by Claudia 5A - 2020)

Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.

We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Our Aims

- *To appreciate that we are all uniquely created and loved by God.*
- *To deepen each child's understanding of the Catholic faith.*
- *To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.*
- *To understand the importance of forgiveness and reconciliation.*
- *To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.*
- *To provide an excellent education so children learn and achieve their potential.*
- *To respect and care for one another in a happy, welcoming and nurturing community.*
- *To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizens.*

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1. 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" 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 areas.

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 schools. We continue to develop a culture of inclusion and diversity in which people feel free to disclose their protected characteristics 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 committed to making Reasonable Adjustments 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 Executive Head Teacher ensures that all appointment/promotion 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 schools.

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 Catholic schools 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.

- Half Termly non-attendance monitoring to identify any group that may have over-representation and 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/mental health and Special Educational Needs. This includes resources and reading books which represent protected characteristics.

- The PSHE curriculum and Keys to Succeed are embedded within our ethos and weekly assemblies. These promote respect, fairness, resilience, confidence and equality.

- 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. This is regularly shared with parents.

- We tackle 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 also report on the outcomes of these incidents and actions we have taken, especially when they have led to exclusions, referrals to outside agencies or changes to school policy. This data is analysed for trends and to help us identify any training which may be required.

- We are alert to the potentially damaging impact of negative language in matters such as race, gender, disability or sexuality. Support will always be provided for pupils and staff who are affected by such language, for example, through one-to-one interventions, working with parents or the provision of additional training for staff. This is addressed in termly staff training.

- We work in partnership with parents and carers to identify children who have a disability and support where necessary. The School is fully accessible to all visitors and children.

- We ensure access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary. Our curriculum reflects, and takes in to consideration, the protected characteristics and the diversity of our School.

- We collect and analyse data to prevent and address underachievement of key groups including:
    - Pupils in receipt of Pupil Premium Grants (PPG)
    - Ethnicity
    - SEND
    - Looked After Children
    - Pupils with English as an additional language

- Any concerns regarding children in receipt of the PPG are reported to the Executive Head teacher, Heads of School or Senior Leadership Team by all teaching staff.
- School leaders and staff receive training to remove unconscious bias and ensure equality and diversity.
- The School's recruitment and employment processes are fair and transparent and encourage candidates with protected characteristics.
- The School recognises religious festivals and celebrations from non-Catholic denominations by providing prayer facilities and time out of School to mark religious observances. Staff and children are encouraged to share their experiences and beliefs with others in the School and class.

Social Processes

To ensure that social processes within the schools are effective, the following must be reviewed on a termly basis;

- The social well-being of children from all groups and how this is fostered by the School.

- The quality of interactions between pupils.

- Learning outside the classroom and the procedures for supporting all pupils in the playground as well as on trips or visits.

- The distribution of different groups of pupils between different abilities.

- The distribution of different groups of pupils on the Special Educational Needs Register.

- The impact of interventions on pupils' social status within their class, eg. Is it having a positive impact on their emotional well-being?

All staff must examine their practice and that of the schools on a regular basis in order to ensure that equality is prioritised. This can take place during regular Leadership and Key Stage meetings as well as the other professional meetings with staff and their line managers. Annual staff surveys allow staff to make comments and suggestions for the school to consider and act on.

Dealing with Conflict

Schools do not exist in an ideal world; they are part of a world where profound inequalities exist, and where dominant cultures are discriminatory, often on the basis of ethnicity, gender, sexuality, 'ability', race, colour, faith and class. Pupils and staff bring such experiences with them into school.

The School views conflict as an opportunity to teach children how to self-manage conflict. By doing this we help children to manage future conflicts independently. All staff use the following five steps when dealing with conflict resolution allowing all parties to regaining composure, speak respectfully, paraphrase each other and then creating a solution.

1. Allow children to de-stress before they speak.
Children are encouraged to take a series of deep breaths and sit still for a while before they take the next step. This helps them to reduce their stress levels and approach the situation with more reasoning.

2. All parties will be allowed to voice their concerns with patience and respect.
The member of staff dealing with the incident will adopt the role of a mediator. The mediator will allow children to speak directly to each other — rather than to them — and take it in turns to speak about the conflict. It will be made clear that they will each get a turn to speak and to say everything that they need to. Speaking to each other directly forces children to speak as independent people who are capable of resolving their own issues. It also removes the likelihood of children playing the 'blame game' with staff as the judge.

3. Children will be helped to recognise the validity of the others opinion by being asked to repeat what the other child said. Children may need to be prompted to help them accomplish this. This forces the child to focus on active listening, rather than simply waiting for their turn to speak and planning their defence without taking into consideration the other child's feelings.

4. Children will be asked if there is anything more they wish to say.
Cutting children off, or trying to conclude a dispute without fully listening to all children have to say prevents you from teaching patience. It also means that underlying tensions remain unvoiced. These tensions often fester underneath the surface, only to erupt at a later date.

5. Children will be helped to negotiate solutions.
The mediator will prompt children to come up with a solution that they both agree with. Both children need to agree on the solution. If one does not approve, ask them to expand on why until they can reach a position where both parties agree. All staff will then monitor to ensure the children stick to their resolution.

(The above has been adapted from the 'High Speed Training' Programme and forms part of our annual staff training and regular insets)

Further action

If the above does not prove successful and further or more serious incidences occur, the School will refer to the Expectations and Behaviour Policy. Children may be issued with a sanction which can range from detention to exclusions for more serious or repeated offences. In each case parents/cares will be consulted and support will be put into place if appropriate.

Parents

Our aim is to involve parents by communicating relevant information for them to participate fully in the School's Equality and Diversity policy.

Our Equality and Diversity policy will be communicated to parents in the following ways:

- Ensuring that information regarding current equal opportunities initiatives is available to parents, for instance through the school prospectus and the availability of policies on the school website
- Giving parents updates about the curriculum and how it promotes equality and diversity.
- Maintaining contact with community groups representing parents, especially religious and cultural groups, eg. Parish community.
- Responsibility to inform all regular visitors and volunteers within the school community e.g. parents and students of our School's expectations for equal opportunities to all.

Teaching and learning the curriculum

All our children will have the same opportunity to succeed and reach the highest level of personal and academic achievement, regardless of their backgrounds.

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.
- Promote opportunities which develop cultural capital.

When planning work, teachers take into account the backgrounds and abilities of all of their children. For some children, we use tailored programmes of study from earlier year groups. This enables some of our children to make progress in their own lessons.

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, the needs of these pupils are discussed with the SEND coordinator and a Passport to Learning is written.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth and depth of work within the area or areas for which the child shows particular aptitude.

Children with disabilities

There may be, at any given time, children in our schools who have disabilities and consequently need additional resources. The School is committed, where practical, to provide an environment that allows children with disabilities 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 buildings also allow wheelchair access. There are ramps situated at all the main entrances and there are disabled toilets available. There is also a lift which provides access to the ICT Suite and the School Library.

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 or use large print materials. 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, including PE;
- allows opportunities for them to take part in educational visits, residential trips 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;
- use 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 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 and Diversity 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 an Education, Health and Care Plan (EHCP); Section 365 of the Education Act 1996.

Roles and Responsibilities

We expect all members of the school's 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 Federated Governing Body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures are implemented.

The Executive 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:

- provide a curriculum that is inclusive and reflects the diversity of the whole School community.
- 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 lessons that reflect the school's principles, for example, providing materials that give positive images in terms of race, gender and disability.
- Maintain the highest expectations for all pupils.
- Support different groups of pupils in their class through differentiated planning and teaching.
- Keep up-to-date with equalities legislation relevant to their work and attend training opportunities.

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

The Governing Body will:

- Ensure that the equality information and objectives as set out in this policy are published and communicated throughout the School, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives to the Executive Head Teacher/Heads of School and a member of each of the Senior Leadership Teams.
- Attend appropriate equality and diversity training.
- Report back to the Federated Governing Board regarding any issues

The Executive Headteacher and the Senior Leadership Teams will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to Governors. The designated member of staff for equality will meet with the equality link governor annually to raise and discuss any issues.
- Support the Heads of School in identifying any staff training needs, and deliver training as necessary.

All staff are expected to have regard to this document and to work to achieve the objectives.

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 will regularly review our employment and recruitment process to ensure that staffing within the school reflects the diversity of the community.
- We continue to eliminate discrimination of all protected characteristics and actively promote equality across all groups within our workforce.

Equality considerations in decision-making

The School ensures it has due regard to equality considerations whenever significant decisions are made that may impact pupils, parents, staff or general school life.
The School always considers the impact of significant decisions on particular groups and seeks to remove barriers to ensure equality amongst all groups.

For example, when a school trip or activity is being planned, the schools consider whether the trip:

- cuts across any religious holidays
- is accessible to pupils with disabilities
- has equivalent facilities for boys and girls.

We record the information in the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically.

This policy is reviewed annually by the Special Educational Needs Co-ordinator, in consultation with the Executive Head Teacher, SLT, parents and staff before it is presented to the Governing Board for approval.

Third parties working with the school.

It is an expectation that all groups/individuals working with the school, on a paid or voluntary basis (clubs, readers, etc), will share and uphold our school values, which includes adhering to this Policy. This includes activities before and after School/on or off of the School premises.

The school expects all third parties to report to the School Leadership Team any concerns or issues they experience during their sessions, including equality, diversity and inclusion matters. This includes all communications with parents/carers.

All complaints with regard to a third party group should, in the first instance, be brought to the attention of the group leader, who in turn will inform the School of the complaint and how it is to be resolved. If a parent/carer feels the complaint has not been dealt with satisfactorily, they can escalate the complaint to the Head of School, via email at info@st-charles.rbkc.sch.uk (marked for the attention of the head of school) or by contacting the School Office. (Refer also to the school's Complaints Policy).

This policy will be sent to all third party group leaders as part of their contract agreement. Signing the contract confirms their agreement to follow the procedures outlined in this policy. Failure to do so may result in sanctions issued by the School, including termination of contracts.

Appendix 1

Definitions (As defined in the Comprehensive Equality Policy of OCC March 2004):

Institutional racism:
The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic groups.

A racist incident:
Any incident which is perceived to be racist by the victim or any other person.

Victimisation:
is where a person is treated less favourably than another because she/he has brought proceedings, given evidence, or raised a complaint by the Disability Discrimination, Race Relations or Sex Discrimination Acts.

Harassment:
is unwanted conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.

Direct discrimination:
consists of treating a person less favourably on the grounds of their sex, race (etc), than others would be treated in the same or similar circumstances.

Indirect discrimination:
consists of applying a provision, criterion or practice, which although applied equally to both sexes or all racial groups (etc.) has the effect of excluding, penalising or treating less favourably a particular group, causing a detriment to those unable to comply and which cannot be justified.