



## Equality Policy

Approved: September 2017

Reviewed: September 2020

Date of Approval:

Signed: \_\_\_\_\_  
(Chair of Governors)

Signed: \_\_\_\_\_  
(Headteacher)

# Equality Policy

## inc. Disability, Equality Information Objectives, Accessibility and Race Equality

### 1. Policy Statement

The school will:

- Manage Equality, Disability, Accessibility and Race Equality in accordance with guidance from The Equality Act 2010 and The Disability Discrimination Act 2005, and any subsequent Act/s and/or national guidance.
- Aim to create a school where everyone of all races, religions, gender, abilities and social circumstances will find security and respect for themselves, their families, other people and their traditions;
- Promote the elimination of discrimination and advance equality of opportunity;
- Make reasonable adjustments to support the inclusion of all (children and adults) regardless of protected characteristics;
- Deliver a curriculum which actively promotes a culture of acceptance and tolerance;
- Celebrate diversity and challenge prejudice;
- Adhere to the Warwickshire Local Authority Admissions Code in relation to equitable allocation of pupil places;
- Always employ members of staff who are best qualified and experienced for a vacant role, regardless of their protected characteristics;
- Ensure the delivery of its curriculum does not discriminate or unfairly promote children regardless of their protected characteristics.

### 2. Related Documents

This policy and procedures should be considered in relation to the guidance listed above and:

- ➔ Special Educational Needs and Disability Policy Statement and Procedures;
- ➔ Behaviour Management Policy Statement and Procedures;
- ➔ Health and Safety Policy and Procedures;
- ➔ Supporting Pupils with Medical Conditions Policy Statement and Procedures.

### 3. Equality Information Objectives 2017-2018

#### 3.1 What is it?

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics. For schools, this means that it is unlawful to discriminate against or treat others less favourably on the grounds of their gender, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity.

Under the Act, the school is expected to comply with the Public Sector Equality Duty (PSED), which requires schools to:

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

As a public organisation, we are required to:

- Publish information to show compliance with the PSED (via the schools Equality Statement); and

- Publish Equality Objectives at least once every four years.

### 3.2 What are the school's Equality Objectives?

#### Objective 1

- Narrow the attainment gap between all pupils and vulnerable groups (Boys/Girls, FSM6, EAL, EMC, SEN&D)

##### Why we have chosen this objective:

- ➔ Attainment for vulnerable groups at the end of KS1 and KS2 is lower than all pupils;
- ➔ Attainment gap is fluctuating year-on-year despite the majority of groups making at least good progress;
- ➔ Children from vulnerable groups typically have lower starting points on entry, especially in early reading and writing skills.

##### To achieve this objective, we plan to:

- ➔ Increase number of children from vulnerable groups achieving age related expectation or above (at end of KS1 and KS2) year on year;
- ➔ Maintain high levels of achievement for all pupils.

##### Progress we are making towards achieving this objective:

- *Progress towards this objective will be reviewed at the end of 2017/18 in the Head Teacher's Report to Governors.*

#### Objective 2

- Further improve children's knowledge, understanding and acceptance of national heritage and cultural diversity.

##### Why we have chosen this objective:

- ➔ School serves a predominantly White British community;
- ➔ % of children from ethnic minority backgrounds or who speak English as an additional language is steadily increasing year on year;
- ➔ Awareness of changing demographic of local community that now has an increasing number of migrants.

##### To achieve this objective, we plan to:

- ➔ Further extend the range of visitors in school assemblies to more comprehensively represent the religious and cultural make-up of the school;
- ➔ Ensure learning resources represent cultural and religious diversity;
- ➔ Ensure that the school's History and Geography curriculum provision is focused on British heritage and countries linked to ethnic minority children's countries of origin.

##### Progress we are making towards achieving this objective:

- *Progress towards this objective will be reviewed at the end of 2017/18 in the Head Teacher's Report to Governors.*

### 4. Accessibility Plan 2016-2019

At St Peter's Catholic Primary School we encourage community cohesion through a growing understanding, tolerance and acceptance of differences and similarities within a climate where respect is promoted and discrimination is not tolerated. The following targets outline the school's priorities in improving accessibility for all, regardless of protected characteristics.

## Target 1

Access to the Curriculum

- *Create an effectively inclusive curriculum.*

### Actions

- ➔ Audit and review the specific needs of children living with disability and reasonably adapt provision to enable these children to realise their future aspirations;
- ➔ Further improve communication friendly learning environments, e.g. photos/images with text; Braille; widgets; etc.;
- ➔ Review classroom layouts and equipment storage to support individual children's learning processes;
- ➔ Awareness training for all staff and appropriate Governors on Disability and up-to- date approaches to inclusion;
- ➔ Create access plans for individual children as part of the PLP process;
- ➔ Increase participation in wider school activities by making reasonable adjustments;
- ➔ Seek advice from ICT support on access enhancing hardware/software.

### Outcome

- Pupil Survey shows children with disability are happy in school;
- Progress and attainment of children with disability is good in comparison with school and national averages.

### Key Person/s & Timescale

- ✓ Senior Leadership Team, Health & Safety Governors Committee
- ✓ Teaching & Learning Governors Committee
- ✓ SENCO

### Monitoring & Evaluation (termly)

- ✓ Data analysis
- ✓ LIP monitoring and evaluations
- ✓ Governor monitoring

## Target 2

- *Ensure all policies consider the implications of Disability Access.*

### Actions

- ➔ Review all relevant policies to ensure they comply with the Equality Act 2010 and the Disability Discrimination Act 2005;
- ➔ Consult children and staff on any applicable changes and introduce policy changes, where appropriate;
- ➔ Review impact of Accessibility Plan and Equality Information and Objectives.

### Outcome

- Pupil Survey shows children with disability are happy in school;
- Progress and attainment of children with disability is good in comparison with school and national averages.

### Key Person/s & Timescale

- ✓ Senior Leadership Team
- ✓ Governors

### Monitoring & Evaluation (termly)

- ✓ Governor policy review cycle

### Target 3

- *Create effective learning environments for all.*

#### Actions

- ➔ Audit accessible playground equipment and source and purchase new, appropriate equipment (inc. involvement from the School Council);
- ➔ Review Widget signage of room functions, e.g. toilets, etc.;
- ➔ Review personal emergency evacuation plans and procedures (fire and safety incidents);
- ➔ Renew painted white lines on the edge of all external steps;

#### Outcome

- Pupil Survey shows children with disability are happy in school;
- Progress and attainment of children with disability is good in comparison with school and national averages.

#### Key Person/s & Timescale

- ✓ Senior Leadership Team
- ✓ Resources Governor Committee

#### Monitoring & Evaluation (termly)

- ✓ Health and Safety audits by the Health & Safety nominated governor and monitoring of evacuation procedures

### Target 4

- *To promote positive attitudes toward diversity, disability and equality.*

#### Actions

- ➔ Ensure a variety of visitors from different faith groups, disability groups, etc.;

#### Outcome

- Monitoring of initiatives show increased tolerance to diversity and disability;
- Progress and attainment of children with disability is good in comparison with school and national averages.

#### Key Person/s & Timescale

- ✓ Senior Leadership Team
- ✓ Teaching and Learning Governor Committee

#### Monitoring & Evaluation (termly)

- ✓ Governors conduct group discussion with children to monitor attitudes toward diversity and disability

### Target 5

- *To ensure accessibility of key documents.*

#### Actions

- ➔ Provide translated and/or large print formats of key documents (e.g. letters/newsletters), as required;
- ➔ Ensure initial data collection/admissions packs illicit parent and child access requirements;
- ➔ Ensure SEN Information Report is accessible via the school website and in a user- friendly format;
- ➔ Use of Communication in Print software.

## **Outcome**

- Parents' surveys show parents, carers and wider community feel welcome and informed by the school.

## **Key Person/s & Timescale**

✓ Senior Leadership Team and Teaching and Learning Governor Committee

## **Monitoring & Evaluation (annually)**

✓ Monitoring of parent survey outcomes by Governors

## **5. Race Equality Procedures**

There are no presumptions made as to the religious or cultural backgrounds, beliefs and values of the children, staff and governors of the school. Furthermore, we value the cultural backgrounds of all members of the school community.

### **5.1 Strategies to combat any racial incidents**

The school is committed to:

- Encouraging, supporting and enabling all children and staff to reach their full potential;
- Being proactive in promoting racial equality, good race relations and tackling racial discrimination;
- Provide a rich choice of extra-curricular activities;
- Encourage parents to be active participants in their child's education and in the life of the school;
- Working in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination;
- Encourage racial harmony but be aware and treat any incidents of racial harassment seriously, ensuring that the policy is followed.

### **5.2 Report concerns of racial abuse or harassment**

All concerns of racial abuse or harassment towards children, staff or Governors must be reported to the Headteacher or to the Chair of Governors. Any concerns should be recorded as close to the time of the incident as possible and passed to the Headteacher or Chair of Governors without unnecessary delay. All incidents will be taken seriously and investigated thoroughly.

### **5.3 Sanctions for dealing with racial abuse or harassment**

#### **Children**

The victim and abuser will be listened to carefully. It will be made clear that such incidents will not be tolerated and are against the law. Help will be given to the abuser to enable them to understand how the victim may be feeling. Support will also be given to the victim to ensure their continued emotional wellbeing. Parents of all parties will be informed.

#### **Staff**

If a member of staff is found to be involved in a racial incident, a discussion with the Headteacher and/or Chair of Governors will take place, followed by a verbal and written warning which will remain on that member of staff's employment file. In some cases this may lead to further disciplinary action and/or dismissal.

#### **Governor**

If a member of the Governing Body is found to be involved in a racial incident, a discussion with the Headteacher and Chair of Governors will take place, followed by a verbal and written warning. In some cases this may lead to dismissal from the Governing Body.

## Head Teacher

If the Headteacher is found to be involved in a racial incident, a discussion with the Chair of Governors will take place, followed by a verbal and written warning which will remain on that member of staff's employment file. In some cases this may lead to further disciplinary action and/or dismissal.

### 5.4 Handling incidents of racial abuse or harassment

Category	Action/s
Physical Assault	<ol style="list-style-type: none"><li>1. Report to the class teacher and/or Headteacher</li><li>2. Record according to approved procedures</li><li>3. Full report to Headteacher and Chair of Governors</li><li>4. Full report to parent/s and carers</li><li>5. Take necessary action to prevent recurrence –referring to Anti-Bullying and/or Child Protection policy statement and procedures</li></ol>
Derogatory Name	<ol style="list-style-type: none"><li>1. Member/s of staff will challenge any form of verbal racist abuse, insults or racist jokes</li><li>2. Explain fully to the perpetrator that verbal abuse will not be tolerated</li><li>3. Record according to approved procedures</li></ol>
Racist Graffiti	<ol style="list-style-type: none"><li>1. Record according to approved procedures</li><li>2. Regular checks will be made and steps taken to discourage reappearance of graffiti</li></ol>
Racist Comments	<ol style="list-style-type: none"><li>1. Racist statements will always be challenged</li><li>2. Record according to approved procedures</li><li>3. Parents and carers will be informed</li></ol>
Ridicule an individual for cultural differences, e.g. food, music, dress, etc.	See 'Derogatory Name'
Refusal to co-operate with other people because of their race, colour, ethnicity, language or religion	<ol style="list-style-type: none"><li>1. Indicate that pupils are expected to work collaboratively</li><li>2. Persistent offenders will be referred to the Headteacher</li><li>3. Record according to approved procedures</li><li>4. Parents and carers will be informed</li></ol>

If an incident occurs, the following checklist will be used:

1. Identify what has been said and what it means;
2. Make it clear that the behaviour is unacceptable;
3. Be prepared to distinguish between racism by intent and racism as the result of ignorance;
4. Consider the feelings of minority ethnic children, the classroom context and group dynamics;
5. Avoid confrontation and deliberate humiliation;
6. Make your position clear at the time, even though it may be necessary to resolve the situation later.