



Policy: Equality and Objectives Policy

Date: October 2017

Relevant supportive documents and legislation:

Equality Act 2010

The Equality Act 2010 and schools - Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)

PSED April 2011

SEND Code of Practice, 2014
Education and inspection Act 2006
Education Act 2002

NASSEA Steps (Northern Association of Support Services for Equality and Achievement):

FACT First Assess Communication Tool (MK)

Disability and Discrimination Policy and Accessibility Plan 2016-19

Inclusion Policy 2017

PSHCE SMSC British Values Policy 2015

Date created:	10/07/2012 approved updates 06/07/2013 approved updates 9/10/17
Responsible:	Headteacher
Date Ratified:	9/10/17
Responsible Committee:	Full Governing Board – Statutory Leads
Date to be reviewed:	Every 4 years unless otherwise required due to new legislation (Action Plan reviewed annually)
Statutory Policy:	Y

1. Aims

At St. Bernadette's Catholic School we are committed to ensuring opportunity and fairness for all equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St. Bernadette's we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations. This policy and plan demonstrates how at St. Bernadette's we intend to comply with this Act.

2. Contextual Information

St Bernadette's Catholic Primary is a larger than average school, there are currently 443 pupils on roll. 3.1% pupils were registered as eligible for FSM in October 2017, which remains low compared with national figures. In FS2 and KS1, all pupils already receive universal free school meals. 10.1% pupils were identified for PPG funding in September 2017.

Data in September 2017 indicates that 8.1% of pupils receive SEN provision, 2% have an EHCP in place. Of the school pupil population 54% are males and 46% are females

The October census 2017 identified that 41% of pupils speak EAL with forty one different languages spoken within our school community. The table below outlines the ethnicity of the school pupils.

Ethnicity	% of pupils on roll by ethnic group
Any other Asian Background	5.8
Any other Black background	5.1
Any other Mixed background	5.1
Black Ghanaian	17.0
Black Nigerian	6.3
Black Caribbean	2.5
Chinese	0.9
Indian	2.5
Italian	0.4
Other Black African	4.9
Other White British	1.6
Other ethnic group	1.1
Pakistani	0.2
Refused	2.7
Traveller of Irish Heritage	0.4
White and any other Asian Background	0.9
White English	18.2
White Irish	0.9
White Eastern European	1.3
White other	13.2
White Western European	0.4
White and Black African	6.3
White and Black Caribbean	0.4
White and Indian	0.9
White and Pakistani	0.4

The workforce consists of

Ethnicity	% of staff by ethnic group
Asian or Asian British	8
Black or Black British African	3
Black or Black British Caribbean	2
Other White	5
Other ethnic group	2
Refused	2
White British	75
White and Black African	2
Male = 11%	Female= 89% EAL= 2%

3. Turning equality into policy and practice

As well as the specific actions set out within the attached Action Plan, the school operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender, disadvantage and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure opportunity and fairness of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. The Admission's Policy is published on our website for each year of entry and has criteria for admission explained clearly. Any changes to the policy follow at least a 6 week period of consultation.

Exclusions will always be based on the school's Behaviour Policy. We closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

4. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at St. Bernadette's.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality 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. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

5. Disability

This section must be read in conjunction with the school's Inclusion Policy and Accessibility Plan.

6. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of all stakeholders. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, Mini Vinnies team, PSHE lessons and pupil questionnaires.
- Issues raised in annual reviews or reviews of progress on Home School Plans and Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

7. Roles and Responsibilities

The role of governors is to:

- Set out its commitment to equal opportunities and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- Seek to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- Take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

- Welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- Ensure that no child is discriminated against whilst in our school on account of the protected characteristics.
- Prioritise resources to this end.

The role of the headteacher is to: (or senior leader responsible for Equalities)

- To comply with the Equality Act and she is supported by the governing body in doing so.
- To ensure that all staff are aware of the Equality Act and that teachers apply these guidelines fairly in all situations.
- To ensure that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- To promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- To treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching is to:

- Ensure that all pupils are treated fairly, equally and with respect
- Maintain awareness of the Equality Act.
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

8. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

9. What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical

abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

10. Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

This applies to children and staff.

11. Review of progress and impact

The Policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will agree at least three objectives that the school has agreed to pursue through an Equality Action Plan and these will be published within the School Development Plan. These will be reviewed and progress against our Equality objectives reported annually within the School Development Plan. We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

12. Publishing the Equality Action Plan

In order to meet the statutory requirements we will:

- publish the school's Equality objectives on the school website;
- raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

12. ACTION PLAN Included in School Development Plan 2017-2021 as an addendum in SDP

Equality Objective Protected Characteristic Link	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the objectives on the website. Equality Action Plan published, reviewed annually and updated	Discussions at Parent meetings and feedback via annual questionnaire.	Headteacher	Dec 2017	Parents know about the Equality Action Plan and know how to access it.
Race	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
All	Develop greater opportunities for Disadvantaged pupils to attend after school clubs particularly homework, creative arts and sporting clubs. Disadvantaged Pupils to be made a priority for clubs they apply for. Introduce Staff Champions for all Disadvantaged Pupils, ensuring that pupils receive regular additional support, encouragement and challenge from a designated member of staff on a half termly basis.	Increased participation of Disadvantaged Pupils in art/sport and enrichment opportunities. Pupil's well-being improves when questionnaire results are analysed	Creative Curriculum Lead Deputy Head Deputy Head	September 2017 and ongoing June 2018 - reviewed termly each year	Pupils in receipt of Disadvantaged Pupil funding participating in enrichment opportunities. Pupils in receipt of Disadvantaged Pupil funding well-being/confidence/self-esteem improves

12. ACTION PLAN Included in School Development Plan 2017-2021 as an addendum in SDP

All	Analyse pupil performance by gender, ethnicity, EAL, Disadvantage and SEN and if as a result of this analysis a group is not achieving as well actions are identified and implemented.	Curriculum Committee will review progress reports.	Senior Leadership Team	Termly reviews	Identified actions are seen to be in place. Data indicates the gap between Disadvantaged pupils and all pupils is narrowing.
Race	<p>To improve the participation and engagement of parents and the wider community;</p> <ul style="list-style-type: none"> • To organise events that promote community links and cohesion • To support families from ethnic minority heritage with learning for their children • Regular workshops for parents • Home learning information on the website. • Parent learning opportunities. 	<p>Discussions at Parent meetings and feedback via annual questionnaire.</p> <p>Progress monitoring of School Development Plan governor visits, meetings with Parents.</p>	Headteacher	Ongoing	<p>Parents feel supported and confident in helping their children's learning.</p> <p>Target families supported at home.</p>

13. Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Anti-bullying Week, Mental Health Day, Black History Month etc to raise awareness of issues around equality?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?