Our Lady and St Joseph School

Equality and Diversity Policy

Date	Review Date	Coordinators	Nominated Governor
09/10/18	09/10/19	Head and SLT	Paul Mokwenye

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Human Rights Act 1998
- The Education (School Performance Information) (England) Regulations 2001
- Gender Recognition Act 2004
- Equality Act 2010
- Education Act 2011
- School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- School Admissions Code (DfE)
- School Admissions Appeals Code (DfE)

We are committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all school stakeholders. We work hard to provide good employment practice as we value and support our hardworking and conscientious school personnel.

We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity and replaces all previous policies and legislation relating to Race Equality, Gender Equality and Disability Equality.

We recognise that this Act brings together into one Act those areas now known as ‘protected characteristics’ that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We believe it is our legal duty under the Equality Act 2010 to minimise the distress and disruption to those pupils and school personnel who are transgender by ensuring we eliminate all forms of discrimination, advance equality of opportunity, promote good relations between different people and to support the rights and needs of trans people to live their lives in their true gender.

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Our Lady and St Joseph School

We all have a responsibility to ensure equality and diversity permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We work hard to build strong and trusting relationships with our pupils and their families. We welcome the diversity of family lifestyles and work with all families and encourage them to take an active inclusive part in the life of this school.

We work closely with outside agencies to meet the diverse needs of pupils such as medical, cultural and dietary requirements.

We ensure all pupils are prepared for living within a diverse society with increasing global connections and controversial issues.

We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting.

We monitor the attainment and achievement of all pupils in order to inform the planning and provision of support to individuals and groups of pupils. We want all pupils to achieve their expected targets.

We ensure equality and diversity is embedded in all areas of the curriculum. We work hard to give pupils opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability. We encourage pupils to develop positive attitudes about themselves as well as to people who are different from themselves.

We ensure that all pupils have equal and full access to learning and that the curriculum is inclusive of pupils with special educational needs and disabilities, and pupils learning English as an additional language.

We aim to provide admission places for all pupils who express a preference to join this school. We consider all applications for admission as we are an inclusive school and we will not discriminate against any child or their family.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress.

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We are opposed to any member of the school personnel or others connected with the school being victimized, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To acknowledge that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To value diversity and to provide equality of opportunity and anti-discriminatory practice for all school stakeholders.

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- To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To build strong and trusting relationships with pupils and their families.
- To achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To ensure equality and diversity is embedded in all areas of the curriculum.
- To ensure that all pupils have equal and full access to learning and that the curriculum is inclusive of pupils with special educational needs and disabilities, and pupils learning English as an additional language.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- responsibility to comply with all aspects of the Equality Act 2010;
- delegated powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility to set equality objectives every four years;
- responsibility to have in place a school accessibility plan in order to provide full access to the school building/s for all disabled people;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- organised training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;
- has the responsibility to monitor achievement of equality targets;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:

  - ☐ determining this policy with the Governing Body;
  - ☐ discussing improvements to this policy during the school year;
  - ☐ organising surveys to gauge the thoughts of all pupils;
  - ☐ reviewing the effectiveness of this policy with the Governing Body.

- nominated a link governor to:

  - ☐ visit the school regularly;
  - ☐ work closely with the Headteacher;

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- ☐ ensure this policy and other linked policies are up to date;
- ☐ ensure that everyone connected with the school is aware of this policy;
- ☐ attend training related to this policy;
- ☐ report to the Governing Body every term;
- ☐ annually report to the Governing Body on the success and development of this policy.

- responsibility for the effective implementation and the annual monitoring and evaluation of this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility to annually publish the School's compliance with the Equality Act 2010.

Role of the Headteacher

The Headteacher will:

- provide leadership and vision in respect of equality, diversity, inclusion and community cohesion;
- work hard to ensure that the school is a welcoming and caring community for all stakeholders;
- ensure all stakeholders are treated with dignity and respect and recognising the value of each individual;
- provide a happy and supportive environment in which the unique potential in every child is realised;
- record and deal with incidents of racism, bullying and other inappropriate behaviour;
- seeking advice from appropriate agencies in order to ensure that this policy is kept up to date;
- have high expectations of all pupils from across the ability range;
- provide every opportunity for pupils to succeed by ensuring the highest standards of teaching and learning;
- ensure the curriculum is broad, balanced, differentiated, relevant and exciting;
- monitor the progress of all pupils in order for them to achieve their expected targets;
- ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;
- monitor and analyse the performance of different groups of pupils within the school;
- regularly reporting to the Governing Body on the standards achieved by different groups within the school;
- highlight and share positive activities that help to tackle educational disadvantage;
- ensure the accessible is carefully monitored and reviewed annually;
- recording, reporting and addressing all racial incidents;
- provide guidance, support and training to all staff;
- ensuring that this policy is embedded into the culture of the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor;
- monitor the effectiveness of this policy by:

  - ☐ scrutinising teachers planning;
  - ☐ scrutinising pupils work;
  - ☐ observing pupils throughout the school day;
  - ☐ classroom monitoring of pupil progress;

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- ☐ analysis of data of pupils with protected characteristics;
- ☐ analysis of data of pupils from vulnerable groups;
- ☐ analysis of questionnaires and surveys with pupils, parents/carers and school personnel;
- ☐ analysing the way incidents of racist and homophobic behaviour are handled.

- annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination and unequal treatment to the SLT;
- help to create an environment of mutual respect and tolerance;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, diversity inclusion and good community relations;
- challenge inappropriate language behaviour; racial harassment and bullying;
- help pupils to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- have high expectations of all pupils;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- use a variety of teaching methods to ensure effective learning takes place for all pupils;
- provide challenge for all pupils;
- promote equality and diversity through curriculum planning;
- ensure planning is differentiated in order to provide full access for all pupils and for each pupil to receive the widest possible opportunity to develop their skills and abilities;
- carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;
- avoid stereotypes or derogatory images in the selection of books or other visual materials;
- provide specialised resources for pupils with disabilities;
- create a positive classroom ethos and is welcoming to both sexes;
- ensure pupils feel valued and have individual targets;
- be open to the views of pupils;
- celebrate a wide range of festivals;
- encourage pupils to share their experiences of different cultures and different religions;
- provide positive classroom displays of pupils work;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;

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- recognise that they have a role and responsibility to promote equality, diversity, inclusion and good community relations;
- treat others kindly and fairly without prejudice, discrimination or harassment;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these;
- tackle bias and stereotyping;
- report any prejudiced related incidents that may occur;
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- insist on good pupil conduct;
- be alert to signs of participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform;
- liaise with the school council;
- take part in questionnaires and surveys.

Recruitment Process

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Complaints

The complaints procedures will be used to deal with any discriminatory complaint from any member of the school personnel.

Any case of harassment will be dealt with by the school's disciplinary procedure.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:

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- ☐ parents and open evenings
- ☐ parent-teacher consultations
- ☐ class assemblies
- ☐ school concerts
- ☐ fundraising and social events

- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- ensure their children attend school and engage in their learning;
- report any prejudiced related incidents that may occur;
- be asked to take part periodic surveys conducted by the school.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages
- Email

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:

  - ☐ Ethos
  - ☐ Equal opportunities
  - ☐ Inclusion
  - ☐ Anti-bullying
  - ☐ Assessment
  - ☐ Curriculum
  - ☐ Pupil Behaviour and Discipline
  - ☐ Sex and Relationships
  - ☐ Teaching and Learning

- receive periodic training so that they are kept up to date with new information

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- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Admissions
- Anti-bullying
- Assessment
- Curriculum
- Ethos
- Pupil Behaviour and Discipline
- Sex and Relationships
- Support Staff
- Teaching and Learning
- Teaching Staff
- Transgender Friendly School

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

Headteacher:	Sean Flood	**Date:**	October 2018
Chair of Governing Body:	Derek Vitali	**Date:**	October 2018

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