



St. Patrick's R.C. Primary School



Forming lives ready to face the future

Equality Policy

Date	Review Date	Coordinator
September 2018	September 2019	M Ryan

Empowered by the example of Christ, St. Patrick's Catholic Primary School strives to promote the education and development of our children in an atmosphere of love and mutual respect.

This policy supports meeting the general aims of the school in particular:

by encouraging each person to see themselves as a valued member of a wider community who can act independently and make a positive contribution for the good of all.

by providing each child with access to all areas of the curriculum and supporting them to fulfil their individual level of achievement and acquire a thirst for knowledge

School Responsibilities in law

Legislation requires schools both to avoid discrimination and to promote equality for pupils, staff and others using school facilities.

As a Catholic School St Patrick's regards its mission and purpose to be the living out of Gospel values. Discrimination is incompatible with the example set by Christ in the Gospels.

Definitions of Discrimination

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

- **Direct discrimination:** Is unlawful for all protected grounds except, in some circumstances, age and disability in schools. Direct Discrimination is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or a disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.

- **Indirect Discrimination:** In essence occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question. (An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.)
- **Victimisation** – treating a person less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague – is also unlawful.
- **Harassment** – unwanted conduct which violates a person’s dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many of the situations covered by discrimination law.

School Policy Statement on Discrimination

‘Belief in the equality and dignity of every human being is fundamental to the Catholic faith and Catholic Voluntary Aided Schools and Colleges will wish to ensure that they comply with the new laws for that reason.’

CES Guidance on discrimination.

The school will not discriminate on any grounds against pupils, staff or parents this will include race, disability, gender, sexual orientation and belief. The school will seek to apply all policies and procedures with a view to promoting the equality of all. Exceptions will be in regard to the religious character of the school, where the policies of the school specifically associated with securing its Catholic character will be applied based upon belief. Examples include admissions to the school where preference will be based upon religious background of the applicants and employment of key posts in the school associated with the religious mission and character of the school.

Promoting Equality

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

- **the uniqueness of the individual**

We believe that every person is a unique individual, created in God’s image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

- **the search for excellence**

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

- **the education of the whole person**

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

- **the education of all**

We have the duty to care for all, with preferential consideration for the poor, and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.

- **moral principles**

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we will strive to ensure that:

- any person recruited to the service of the school, whether as a member of staff or a volunteer, is made fully aware of our aims and objectives and required to support them;
- children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;
- all of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

Finally, we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in “inequality by default”. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

Racial Equality Policy

In addition to our above stated aims, through the active implementation of the Racial Equality policy, St. Patrick’s school aims specifically to:

- Protect individuals from any form of racial discrimination
- Promote equality of opportunity; and
- Promote good relations between people of different ethnic groups.

These last three points are the duty of the school under the Race Relations Act of 1976, as amended in 2000. In the Commission for Racial Equality’s guidance for schools, pursuant to this amendment, the following is stated:

“When a school judges relevance, the size of the ethnic minority population in your area does not matter. Race equality is important, even if there is no one from an ethnic minority in your school or local community. Education plays a vital role in influencing young people, because the views and attitudes they form as pupils or students will probably stay with them for the rest of their lives.” (p.6 A Guide for Schools. CRE 2001).

School Context

St. Patrick’s school is located in Thornaby, Stockton on Tees. The school serves the parish community of St. Patrick’s in south Thornaby.

Areas for Consideration:

The school will endeavour to address racial discrimination in the following policy areas:

- Curriculum policies
- Policy for teaching and learning (including language and cultural needs)
- Assessment and Monitoring policies
- Admissions policy
- Behaviour policy
- PSHE policy
- Staffing policies
- Membership of the governing body
- Community policies

Through attention to all of these areas, the school intends to:

- i. meet all the pupils' needs, encouraging them to reach their full potential and raise educational standards
- ii. create a positive, inclusive atmosphere, based on respect for people's differences, and show commitment to challenging and preventing racism and discrimination
- iii. prepare pupils to be full citizens in today's multi-ethnic society
- iv. make full use of the skills and knowledge of people from different racial groups

Policy, Leadership and Management

St. Patrick's has prepared this policy as a commitment to work towards racial, cultural, linguistic and religious equality within the school. In addition, Racial Equality is an intended aim in all school policies and will be included in those as they become due for renewal within the framework of the School Development Plan. The Governing Body in seeking appointments to the Body and School will consider all applications equally and monitor all recruitment and selection activities do not discriminate on racial grounds.

Responsibilities

- The Governing body – will ensure the school complies with race relations' legislation and that the policy and its related procedures and strategies are implemented.
- The Head teacher – will implement the policy and its related procedures and strategies, ensuring all staff are aware of their responsibilities and are given appropriate training and support, and taking appropriate action in any cases of racial discrimination
- The Assistant Headteacher for Welfare and Inclusion, PSHE Coordinator and SENCO will have a specific responsibility for co-ordinating racial equality work and the Deputy Headteacher will deal with reported incidents of racism or racial harassment.
- All staff will follow policy procedures in dealing with racist incidents, the Deputy Headteacher supported by the above staff will ensure training to allow staff to know how to identify and challenge racial bias and stereotyping, promote racial equality

and good race relations, and keep up to date with race equality legislation and research through training and development.

- Visitors and contractors – will be made aware of, and urged to comply with, the race equality policy through a brief statement of the aims and intent of this policy displayed alongside the signing in book.

Curriculum, Teaching and Assessment

As a school, St. Patrick's is committed to ensuring that ethnic minority interests and issues, including those of Traveller children, are built into all programmes of work throughout the curriculum, and that steps are taken to promote cultural diversity and challenge racism.

At St. Patrick's, teachers respond to pupils' diverse needs by creating effective learning environments which take into account the cultural background of students and diversity in the wider community, as follows:

- The contributions of all students are valued
- All pupils can feel secure and are able to contribute appropriately
- Stereotypical views are challenged and pupils learn to appreciate differences in others, whether arising from race, sex, ability or disability
- Pupils learn to take responsibility for their actions and behaviours
- All forms of bullying, including harassment, are challenged and are not accepted.
- Children are encouraged to concentrate and are motivated to learn through the use of:
- a variety of teaching approaches appropriate to different learning styles
- the use of a range of organisational approaches, including different groupings and settings
- planning appropriately challenging work for those whose ability and understanding are in advance of their English language skills
- planning activities and using materials which allow all children to succeed, through reflecting social and cultural diversity and providing positive images of race, religion.
- gender and disability
- using materials which are free from stereotyping and discrimination

English as an Additional Language

The school is sensitive to emotional needs of children newly arrived due to loss of home and country and has invested in training to support social and emotional needs.

Planning takes account of the pupils' age, length of time in this country, previous educational experience and their skills in other languages. Students are encouraged to express themselves in their mother tongue where literacy skills already exist in that language.

Throughout the early stages of English language development, children are provided with opportunities across the curriculum for meaningful talk, encouraging the development of vocabulary, supported by ICT, dictionaries and readers. This leads towards supporting the development of writing skills in all subjects.

Attitudes and Environment

St. Patrick's supports ethnic, cultural, religious, linguistic and social diversity, and actively promotes good personal, community and race relations. The school places strong emphasis on mutual respect and trust among pupils and staff, through its Christian ethos and its commitment to promoting respect for cultural diversity. Displays, resources and other materials around the school recognise diversity. The school's R.E. programme includes a study of different faiths, namely Judaism and Islam. We are mindful that the Catholic Church is the largest multiethnic/racial institution in the world.

Breach of Policy

Children

In accordance with the Behaviour policy incidents of racism and racist name-calling will be dealt with by staff whenever they occur. The Senior Management Team has overall responsibility for dealing with such incidents. Where there is recurrent antagonism, parents and guardians are contacted and informed of any action taken and the strategies and procedures associated with anti bullying will be applied.

Adults

In the case of adults employed by the school any incident of racism will be seen as a serious issue and may be dealt with under disciplinary procedures adopted by the Governing Body.

Where the adult is a visitor or volunteer they will be made aware of the school policy regarding racism and future contact with the school reviewed by the Headteacher.

Promotion of the Policy

The policy will be actively promoted to the whole school community through the use of assemblies, newsletters and posters. The policy will be displayed in the entrance hall for parents to read and they will be made aware of the existence and opportunity to read the policy through the newsletter.

Monitoring and Review

The policy will be monitored and reviewed annually and will make use of the regular review of other policies containing statements on equal opportunities. The Inclusion Faculty will also monitor the achievements of pupils from ethnic minorities in the school to ensure that equal access to the curriculum. Consideration will be given to the impact of the policy on the school community. Auditing tools such as CRE's Learning for all maybe used to support this process.

Gender Equality Scheme

At St Patrick's Catholic Primary School, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students is monitored on the basis of gender and other relevant factors and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation that will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. At St. Patrick's Primary School we believe men and women were uniquely but equally created and their diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Check list for school monitoring staff and governors

Is information collected on gender with regards to both pupils and staff? Is this information used to improve the provision of services?

Is pupil achievement monitored by gender? Are there trends or patterns in the data that may require additional action?

Are pupils of both sexes encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?

Are pupils of both sexes given the same opportunities to participate in physical activity, both in and outside of school hours?

Is bullying and harassment of pupils monitored and is this information used to make a difference?

Are stereotypes in terms of gender actively challenged in both the classroom environment and in the playground?

Are gender issues considered when making selecting the topics for teaching and learning?

Are gender issues considered when acquiring resources?

Are gender issues considered when making changes to the class and wider environment?

Are pupils encouraged to consider all career paths/occupations?

Is the school environment as accessible and welcoming as possible to visitors of both sexes e.g. accessible to pushchairs? Are open evenings and other events that parents or carers attend held in an accessible part of the school?

Are parents of both sexes encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies?

Are governing bodies representative of the pupils, staff and local community that they serve?

Employer duties

Are gender aspects 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?

Is bullying and harassment of staff monitored and is this information used to make a difference?

Are gender aspects considered when managing flexible working?

Are gender aspects considered when managing pregnancy and return from maternity leave?

Are gender aspects considered when managing grievance and disciplinary procedures?

Are gender aspects considered when managing work based training opportunities?

Are gender aspects considered when managing pay?

The Gender Equality Duty (GED)

What is it?

The Government has introduced the Equality Act 2006 with the purpose of ensuring that people are treated fairly and equally (i.e. are not subject to discrimination). Within this Act a Gender Equality Duty was

established for the public sector. The new legal Duty places a requirement on public bodies to be proactive and to promote gender equality within their service delivery and employment. It is recognised that public authorities can make an enormous contribution towards removing the barriers to equal opportunities that exist in society.

The legislation outlines both a General Duty and Specific Duties.

The General Duty

The General Duty requires that every public authority in carrying out its functions should:

- Eliminate unlawful discrimination and harassment, taking active steps to comply with both the Sex Discrimination Act and the Equal Pay Act
- Take active steps to promote equality of opportunity between men and women when carrying out their functions and activities

The Specific Duties

In addition, public bodies are required to comply with the Specific Duties which are:

- To produce and publish a Gender Equality Scheme (GES) identifying Gender Equality goals and actions to meet those goals
- To consult with employees and stakeholders in the development of the GES
- To monitor and review progress. The scheme will need to be reviewed every three years
- To publish an annual report on progress with the Action Plan
- To develop and publish an equal pay policy including measures to address promotion, personal development and occupational segregation
- To conduct and publish gender impact assessments of all legislation and major policy developments and publish their criteria for conducting such assessments

The act also makes provisions on prohibiting discrimination on the grounds of sexual orientation in employment and the provision of goods, services, facilities, education, use and disposal of premises and the exercise of public functions.

Equality Impact Assessment

Under the GED, there is a specific duty (as is also required for Race and Disability Equality) to ensure that current and future policies and practices do not discriminate against either sex, or maintain or lead to gender inequality.

To meet the Duty it is essential that gender impact assessments are undertaken and published for all policy developments and that the criteria for conducting such assessments are published. You will need to:

- Identify the aims of the policy or practice
- Collect evidence on the impact of policies on both sexes
- When new policies are being developed, assess their likely consequences for both sexes
- Alter or amend proposed policies so that they promote gender equality and eliminate discrimination
- Resource those changes appropriately

Involvement and consultation

St. Patrick's Primary School consults all stakeholders in the development of our Gender Equality Scheme through:
Regular assessment and analysis of performance data which informs performance management information to classteachers.

Consultation of stakeholders through School Self Evaluation this will focus groups, school council and questionnaires.

Continuous monitoring Comment boxes

School Development Plan consultation Policy review

Maintenance of Investors in People Status and Working in Partnership with Parents Monitoring of staffing trends and structures by the Human Resources Committee

Stakeholders have a variety of ways to share their views and identify any issues for improvement; any matters raised are investigated and appropriate action taken in line with school policies.

Monitoring

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Gender Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan. Gender issues are monitored through the implementation of all school policies.

Disability

The Disability Equality Duty

The duty requires schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

At St Patrick's Catholic Primary School we are committed to ensuring equality of education and opportunity for disabled 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 disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored through our Vulnerable Register and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At St Patrick's Catholic Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Check list for school staff and governors

Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?

Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?

Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?

Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?

Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?

Does the school take part in events to raise awareness of disability?

Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?

Are procedures for the election of parent governors open to candidates and voters who are disabled?

The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no

longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

Promoting equality of opportunity between disabled people and other people;

- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

The Disability Equality Duty (DED)

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability

- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers, who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

The Disability Equality Duty (DED)

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is

not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

St Patrick's Catholic Primary School has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

SENCO involves children in the development of Individual Education Plans.
Class teacher consultation in the development of curricular targets
Use of Circle Time and school council to explore feelings and attitudes. Use of focus questionnaires
Invitation at point of Induction for all stakeholders to inform and consult on their individual needs.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, St Patrick's Catholic Primary has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has and will be shaped in consultation with disabled people as outlined in the previous section.

Action plan

The following action plan outlines what will be achieved in the next year with regards to meeting the Disability Equality Duty.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2015-16							
Improved understanding and identification of the needs of those who are disabled in our community	Wider use and inclusion of data on the vulnerable children's register Development of disability register for all stakeholders.	Survey of whole community Consultation on barriers within the community to learning and inclusion arising from disabilities	Analysis and monitoring of progress in removing barriers.	annually	Assistant Headteacher for Welfare and Inclusion and Special Educational Needs Co-ordinator (SENCO)	Sept 15	April 16

Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

Headteacher:	M. Ryan	Date:	September 2018
Chair of Governing Body:	G. Wilson	Date:	September 2019

