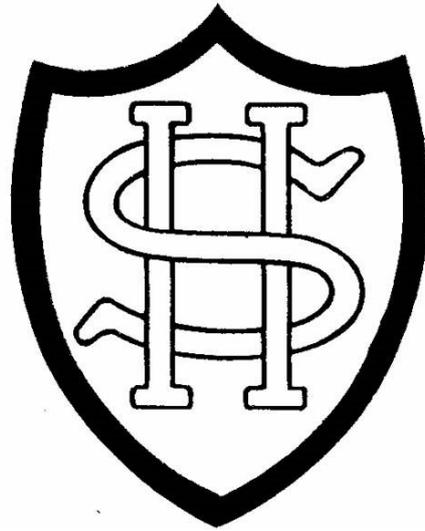


Sacred Heart Catholic Primary School



EQUALITY POLICY

Reviewed: July 2018
Next review: Jan 2020

Sacred Heart Catholic Primary School, Hastings

Equality Policy

Why we have developed this Equality Policy

This Equality Policy is a single policy for all protected characteristics covered under the Equality Act 2010. We are committed to developing cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies who we are engaged with and who are actively involved in the community.

The purpose of this Policy is to set out how our school has due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we will listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, race and ethnicity, disability, religion and belief, sexual orientation, gender reassignment and social deprivation. Our own school population is ethnically diverse, with nearly 30% of pupils from minority ethnic groups. Also for about 14% of pupils, English is not their first language.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation
- To promote equality of access and opportunity within our school and the wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life, the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes. (<http://www.unicef.org/crc/>). These themes are reflected in our Equality Objectives.

Our approach

We seek to embed equality of access, opportunity and outcomes for all members of our school community, within all aspects of school life.

Our vision statement about Equality We seek to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process of developing this policy in order to ensure better outcomes for all. We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between and within different groups of pupils/students and the wider school community. We are also guided by the United Nations Convention on the Rights of the Child (<http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>) as well as recognising and accepting our duty to have due regard to the need to prevent people from being drawn into terrorism (The Prevent Duty 2015) and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life.

These opportunities are likely to include all or some of the following, dependent on priorities:

- preparation for entry to the school
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment
- behaviour management approach and sanctions including exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for transition to secondary school
- learning and teaching and the planned curriculum
- classroom organisation, grouping of pupils and timetabling
- homework
- access to school facilities
- activities to enrich the curriculum and extra-curricular activities
- school sports
- employees' and staff welfare
- the involvement of a broad and diverse range of children, parents and partner agencies
- school policies

The roles and responsibilities within our school community

Our Headteacher will:

- ensure that staff, parents, pupils, visitors and contractors are engaged in the Equality Policy
- oversee the effective implementation of the policy including communicating with staff, parents, pupils, visitors and contractors about the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information

- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the school improvement plan
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

Our school staff will:

- be involved in the development and review of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Our pupils/students will:

- understand how the policy relates to them, appropriate to age and ability
- be encouraged to actively support the Policy

Our parents/carers will:

- have access to the Policy
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Relevant voluntary or community groups and partner agencies will:

- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

How we will develop our Policy - Participation and Involvement

The development of this policy will involve our school community. We will involve and listen to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of the protected characteristics listed under the Equality Act 2010.

Pupil views will be sought via the School council representatives. Our SENCo will listen to the views of potentially vulnerable pupils/students. Staff and Senior Leaders will discuss the policy together and so will Governors, for example, at our '3 year Mission' day. The views of parents will also be sought via the PTFA group and a parent questionnaire.

How we developed our Policy - Using information and evidence.

We have used data and other information about our school. The engagement activities we undertook as outlined above told us that staff, pupils and parents all value the strong Catholic Ethos of the School, expressed in 'Our Vision' statement where Gospel values are at the heart of the school.

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, transphobia, biphobia, faith, disability and gender. The Headteacher's report to Governors includes regular reporting of any such incidents, as well as data on achievement and attendance for different groups of pupils, including vulnerable groups.

OfSTED inspectors visit us regularly and report on how we are actively promoting equality and diversity, tackling bullying and discrimination and narrowing any gaps in achievement between different groups of children and learners, as well as how we are promoting British Values and preventing radicalisation and extremism, preparing Pupils/students to respect others and contribute to wider society and life in Britain.

Our last Ofsted report in November 2017 said:

"Disadvantaged pupils and those with SEN/D make good progress due to effective support"

"The school's work to promote pupils' personal development and welfare is outstanding"

"The Headteacher is unwavering in the way he promotes equality for the pupils in his care."

"The curriculum ... promotes pupils' spiritual, moral, social and cultural understanding very well"

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school. By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Commissioned services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any subcontractors. Further information about procurement can be found on Czone

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, other support staff and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made (*unless the questions are specifically related to an intrinsic function of the work - for example*

ensuring that applicants for a PE teaching post have the physical capability to carry out the duties) or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools such as Sacred Heart, designated as having a religious character.

http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0_064570/the-equality-act-2010

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practise a religion or follow a faith. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability. Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

All such incidents will be dealt with using either the Behaviour Policy or the Friendship and Anti-Bullying Policy, both of which are on the School Website. Parents will always be informed of such incidents and a record kept. The Headteacher will report all such incidents to the Governors.

Implementation, monitoring and reviewing are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives. We will report annually on the policy and our equality data analyse whether the policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Equality Objectives

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every 4 years. (See attached)

Equality objectives 2018-2022

Link to public sector duty	Protected characteristic	Aim	Objectives	Target group E.g. SEN Girls/boys	Action	Who's responsible?	Dates From and to	Progress
Eliminate unlawful discrimination, harassment + victimisation	Sexual Orientation/Race/ Gender identity/ Disability/Religion	To prevent and respond to all hate incidents and prejudiced based bullying	Children feel safer as reported in schools survey Accurate reporting on CPOMS	Whole school	To promote good relations and tolerance between people from all backgrounds and different backgrounds to their own	SMT	June 2018-2020	
Advance equality of opportunity	Disability/ All	To increase social and emotional skills for pupils/students with social, emotional and mental health needs	Improved ability by pupils/students to handle difficult situations and a reduction in classroom disruption	Pupils/students with social, emotional and mental health needs.	Staff to deliver 1:1 and small group work sessions to support targeted pupils/students. E.g. Thrive, EFT keyworker, School mental health worker.	SENCO	June 2018-2020	
Advance equality of opportunity	Other	To ensure all learners from all potentially vulnerable groups access a mastery curriculum to close gaps with other learners	Improved attainment. Collate and analyse data relating to attainment and attendance by target groups	Children from vulnerable groups	Report for website written so that all stakeholders understand how PP funding is being allocated and its impact on pupils attainment and progress	SENCO	Reviewed July each year	Monitored in termly Pupil progress meetings
Advance equality of opportunity- Gender	Girls and boys	To narrow the attainment gap between boys and girls	Raising Achievement in reading writing and maths.	Girls and boys	Strategies/ activities can be built into planning to engage boys and girls	SMT/class teachers	Reviewed July each year	Monitored in termly Pupil progress meetings Analysis of data across the school

Definitions

Equality	This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.
Inclusive	Making sure everyone can participate, whatever their background or circumstances.
Diversity	Recognising that we are all different. Diversity is an outcome of equality and inclusion.
Cohesion	People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
Community	From the school's perspective, the term "community" has a number of meanings: <ul style="list-style-type: none">• The school community – the students we serve, their families and the school's staff.• The community within which the school is located – in its geographical community, and the people who live and/or work in that area.• The community of Britain – all schools by definition are part of it.• The global community – formed by European and international links.
Gender Dysphoria	Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be.
CPOMS	Child Protection On-line Management System. Where all safeguarding, behaviour, incident are recorded plus parental contacts and case conference notes.